

R216 vol. 14232

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File 1/25-1 vol. 60

Referred to Destinataire	Purpose Objet	Date	Initial Initiales	P.A. date Date de rangement	B.F. date Date de rappel	Initial Initiales
<div style="font-size: 48px; font-weight: bold; opacity: 0.5;">CLOSED</div> <div style="font-size: 24px; margin-top: 100px; opacity: 0.5;">SIP-12</div> <div style="font-size: 24px; margin-top: 100px; opacity: 0.5;">PI 46-93</div>						

10-128 (5-99) 7530-21-023-9346

INDIAN AND NORTHERN AFFAIRS - AFFAIRES INDIENNES ET DU NORD

1/25-1

VOL. 60

06/1974 TO 09/1974

INDIAN EDUCATION GENERAL HEADQUARTERS

LOCATOR P146-93



CROSS REFERENCE – RENVOI

FILE NO. – N° DE DOSSIER	SUBJECT – SUJET
1.	
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IMPORTANT

The RECORDS OFFICE is established to serve you, but satisfactory service is largely dependent upon your prompt return of files. This file is charged to you and you are responsible for its return; unless you notify the Records Office to transfer the charge to another person, the file will remain charged to you until it is returned. **If action cannot be taken within 5 working days, B.F. FILE. Do not remove documents from the file.**

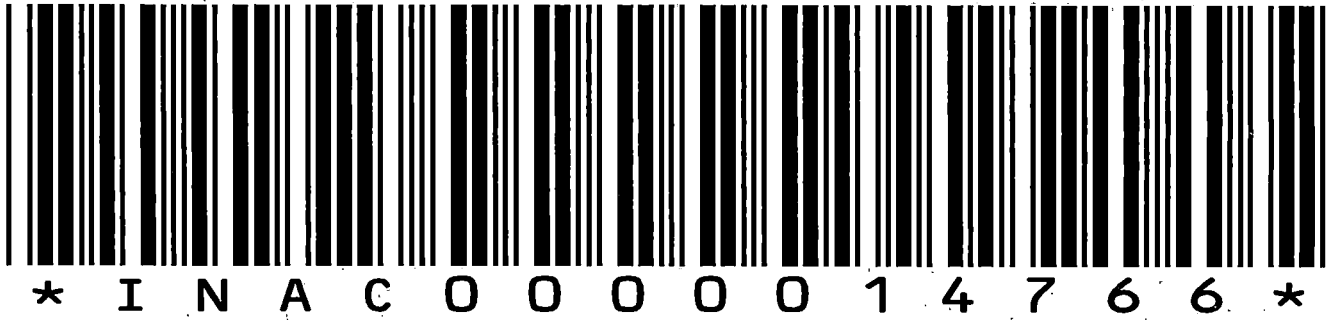
Particulars Re Use of File Cover

- Column 1 – Shows the office or name of the person to whom the file is routed.
- 2 – Shows the reason for the routing or the date and identification number of the letter on file requiring your attention.
- 3 – Shows the date on which the file is routed to the user.
- 4 – Provides for initials of the person routing or rerouting a file.
- 5 – Provides space for the user to enter the date of P.A. (put away) when action is completed – OR the letter "T" when the user transfers the file to another person.
- 6 – Provides space for the user to write the B.F. (bring forward) date, the date the user wishes the file to be brought back to him/her.
- 7 – Provides space for the user to initial the entry when a file is to be P.A.'d, B.F.'d or "T" transferred.
- 8 – Provides space for the Clerk to enter the date on which the file is returned to the Records Office and inspected before being put away.

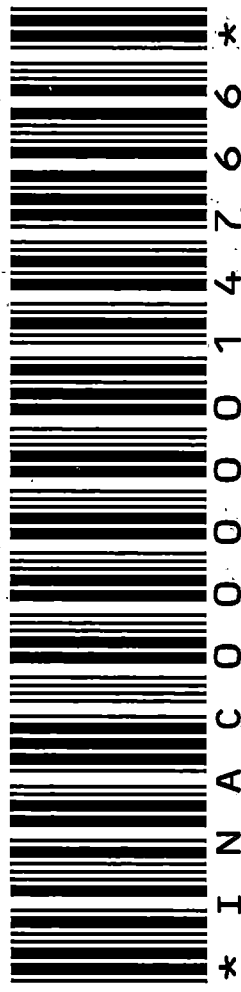
L'objet du SERVICE DES ARCHIVES est de servir, mais la qualité du service est liée au prompt retour des dossiers. Il incombe à la personne au nom de laquelle le présent dossier est inscrit, de le renvoyer au service des archives; à moins qu'elle n'avertisse le service d'inscrire le dossier au nom d'une autre personne, le dossier restera inscrit à son nom, tant qu'il sera en circulation. **Si l'on ne peut s'occuper du dossier, dans les 5 prochains jours de travail, indiquer la date de rappel. Ne pas enlever de documents du dossier.**

Détails concernant l'usage de la chemise

- Colonne 1 – indiquer le bureau ou le nom de la personne vers qui le dossier est acheminé.
- 2 – indiquer les raisons de l'acheminement ou la date et le numéro d'identification de la lettre au dossier dont le destinataire doit s'occuper.
- 3 – indiquer la date d'acheminement du dossier vers l'utilisateur.
- 4 – réservée aux initiales de la personne acheminant ou réacheminant le dossier.
- 5 – réservée à l'inscription de la date de rangement par l'utilisateur, lorsqu'il a fini du dossier – OU à celle de la lettre "T" quand l'utilisateur transmet le dossier à une autre personne.
- 6 – réservée à l'inscription de la date de rappel, à laquelle l'utilisateur souhaite ravoier le dossier.
- 7 – réservée aux initiales de l'utilisateur, lorsque le dossier fait l'objet d'un rangement, d'un rappel ou d'une transmission.
- 8 – réservée au service des archives pour y inscrire la date où le dossier lui est renvoyé et où il est examiné avant d'être rangé.



STA-12 - NCR-O.1/25-1 VOL.60





Government
of Canada

Gouvernement
du Canada



CLOSED VOLUME VOLUME COMPLET

Dated From
À compter du

06 / 1974

To
Jusqu'au

09 / 1974

AFFIX TO TOP OF FILE – À METTRE SUR LE DOSSIER

DO NOT ADD ANY MORE PAPERS – NE PAS AJOUTER DE DOCUMENTS

FOR SUBSEQUENT CORRESPONDENCE SEE – POUR CORRESPONDANCE ULTÉRIEURE VOIR

File No. – Dossier n°

1 / 25 – 1

Volume

01

File No. 1/25-1
Dossier NO
Subject

VOL. 60

DATE	Charge to Prêté à	Clerk Commis	DATE	Charge to Prêté à	Clerk Commis	Req'd by Demandé par	Per Raison	DATE
13776	E08	6						
14677	2015	-						
<div>CLOSED VOLUME 61 See Vol.</div>								
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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO 5, ONTARIO, CANADA

TELEPHONE 923-6641

Department of Educational Planning

PA ~~1~~/25-1

September 24, 1974

Bassett

42

Mr. George D. Cromb, Director,
Education Branch,
Ministry of Indian and Northern Affairs,
Ottawa, Ontario
K1A 0H4.

Dear George:

Further to my letter of the 29th January, 1974, in response to yours of the 4th December, 1973, I now desire to commence the small-scale research project that I previously informed you of. In that regard, I would again like to request any information about the pilot projects that you discussed with me last year in systematized building construction.

I am enclosing a copy of the abstract of my project for your information. I would appreciate your comments upon my proposals and any suggestions which you might have for pursuing the project. Further, I would also appreciate your suggestions of areas that I might visit and the names of individuals whom I might contact in order to get started.

I am also interested in anything which has been produced or suggested by the committee you informed me had been struck last year to examine the possibilities of systematized building construction on selected reserves.

Hoping to hear from you shortly, I remain,

Sincerely yours,



David N. Wilson,
Associate Professor

DNW:jc

ABSTRACT

FEASIBILITY OF INDIAN COMMUNITY DEVELOPMENT THROUGH EDUCATIONAL INNOVATIONS

Principal Investigator: Dr. David N. Wilson

The Director of the Education Branch of the Ministry of Indian and Northern Affairs initiated discussions concerning the need for concerted planning activity in areas within their jurisdiction. The policy of the federal government is that all federal educational programmes are being transferred, in effect, to the control of Band Councils and Reserve Education Committees.

In anticipation of large-scale involvement of the Department of Educational Planning in a wide range of projects, it is proposed to undertake preliminary studies into community involvement by Indian groups in the planning, administration and management of their formal and non-formal educational activities.

These studies will examine the impact upon Indian communities of previous innovative educational facilities projects. Our examinations will be made from the perspective of the potential for development of an entire community, rather than from the constraining perspective of educational institutions within the community. Specifically, this small project will investigate the feasibility of the production of pre-fabricated schoolbuilding components by Indian cooperatives for Ontario Indian communities. An earlier pilot project in which a Band Council set up a factory for the production of school components under federal sponsorship will serve as our point of departure. The extension of this type of project -- itself a non-formal educational situation -- to the creation of viable local enterprises, will be examined in terms of its social, economic and educational potentialities.

This community focus has deliberately been chosen upon the basis of evidence that educational outcomes are more dependent upon community viability than upon improvement of the immediate educational environment. It is felt that, if the community can develop viable means for improving its housing, provide training and employment for its local labour force and meaningfully participate on school boards, then sounder educational outcomes may be forthcoming. The encouragement of local industry which will begin by assembling school units, then progress to housing and other units will not only generate local employment but also will provide needed technical skills, engender dignity and involve the community in school management, thereby contributing to community viability.

PA

1/25-1

Basement
196

ACCOUNTING CODE MANUAL

FOR

ALL BANDS

IN

MANITOBA

OCTOBER 1972

I N D E X

FOR

ACCOUNTING CODE MANUAL

SECTION I

ACCOUNTING CODES

SECTION II

EXPLANATION OF THE TYPE OF
EXPENSES WHICH CAN BE CHARGED
TO THE ACCOUNTING CODES

SECTION III

REQUEST FOR REVISION OR EXPLANATION

ACCOUNTING CODES

FOR CONTRIBUTION TO BANDS

ACTIVITY - 1220

-1220-001 -
-1220-002 -
-1220-003 -
-1220-004 -
-1220-005 -
-1220-006 -
-1220-007 -
-1220-008 -
-1220-009 -
-1220-010 -
-1220-011 -
-1220-012 -
-1220-013 -
-1220-014 -
-1220-015 -
-1220-016 -
-1220-017 -
-1220-018 -
-1220-019 -

SOCIAL SERVICES

HEALTH ASSISTANCE
SOCIAL ASSISTANCE
ECONOMIC ASSISTANCE

HOMEMAKER'S SERVICE

MINOR HOUSING REPAIRS
SPECIAL NEEDS

BURIALS
TRAVEL OF DESTITUTE

CHILD CARE - PRIVATE PLACEMENT
CARE OF ADULTS

WELFARE ADMINISTRATOR - SALARY
WELFARE ADMINISTRATOR - TRAVEL

ACCOUNTING CODES
FOR CONTRIBUTION TO BANDS

ACTIVITY - 1440

-1440-001-
-1440-002-
-1440-003-
-1440-004-
-1440-005-
-1440-006-
-1440-007-
-1440-008-
-1440-009-
-1440-010-
-1440-011-
-1440-012-
-1440-013-
-1440-014-
-1440-015-
-1440-016-
-1440-017-
-1440-018-
-1440-019-
-1440-020-
-1440-021-
-1440-022-
-1440-023-

BAND FINANCIAL MANAGEMENT

OFFICE SUPPLIES AND STATIONERY
OFFICE EQUIPMENT - REPAIRS & MAINTENANCE
OFFICE EQUIPMENT - PURCHASES
OFFICE BUILDING - REPAIRS & MAINTENANCE
OFFICE BUILDING - CLEANING SUPPLIES
OFFICE LIGHT AND POWER
TELEPHONE, TELEX, RADIO
HEATING FUEL (BAND OFFICE ONLY)
BAND STAFF CASUAL - SALARY
BAND ADMINISTRATOR - SALARY
BAND SECRETARY - RECEPTIONIST - SALARY
BAND OFFICE CLERK - SALARY
BAND OFFICE JANITOR - SALARY
BAND STAFF - TRAVEL
POSTAGE
BANK SERVICE CHARGES
U.I.C. EMPLOYER'S SHARE (BAND EMPLOYEES ONLY)
COUNCIL EXPENSES AND CHIEF'S HONORARIUM
OFFICE EQUIPMENT RENTAL
AUDIT AND LEGAL FEES
C.P.P. EMPLOYER'S SHARE (BAND EMPLOYEES ONLY)
BAND RECORDS CLERK
BONDING

ACTIVITY - 1441

-1441-001-
-1441-002-
-1441-003-
-1441-004-
-1441-005-

RECREATION

RECREATION - SUPPLIES & EQUIPMENT
RECREATION - SALARIES
RECREATION - TRAVEL

ACTIVITY - 1442

-1442-001-
-1442-002-
-1442-003-
-1442-004-
-1442-005-
-1442-006-
-1442-007-
-1442-008-
-1442-009-

POLICING

CONSTABLE - SALARIES
CONSTABLE - TRAVEL
CONSTABLE - CAR REPAIRS & MAINTENANCE

CONSTABLE - UNIFORMS
CONSTABLE - EQUIPMENT

CONSTABLE - ADMINISTRATIVE

ACCOUNTING CODES

FOR CONTRIBUTION TO BANDS

ACTIVITY - 1720

-1720-001-
-1720-002-
-1720-003-
-1720-004-
-1720-005-
-1720-006-
-1720-007-
-1720-008-
-1720-009-
-1720-010-

HOUSING (CAPITAL ONLY)

HOUSING - GENERAL LABOUR
HOUSING - MATERIALS
HOUSING - CARPENTRY LABOUR
HOUSING - PROJECT SUPERINTENDENT
HOUSING - WAREHOUSEMAN LABOUR
HOUSING - ELECTRICIAN
HOUSING - PAYROLL CLERK
HOUSING - EQUIPMENT RENTAL
HOUSING - LOGGING AND MILLING
HOUSING - DEPOSITS

ACTIVITY - 1730

-1730-001-
-1730-002-
-1730-003-
-1730-004-
-1730-005-
-1730-006-
-1730-007-

ROAD SYSTEMS

ROAD REPAIRS & MAINTENANCE (O & M)

ROAD REPAIRS (CAPITAL)
BRIDGE REPAIRS & MAINTENANCE
SNOW CLEARING

SIDEWALK REPAIRS

ACTIVITY - 1740

-1740-001-
-1740-002-
-1740-003-
-1740-004-
-1740-005-
-1740-006-
-1740-007-
-1740-008-
-1740-009-

WATER AND SANITATION

GARBAGE COLLECTION - SALARIES
MAINTENANCE OF GARBAGE DISPOSAL AREA
REPAIR & MAINTENANCE OF EQUIPMENT
MAINTENANCE OF WATER SYSTEM
WATER SYSTEMS - SALARIES
DECONTAMINATION OF WELLS

BUILDING AND WORKS
ACQUISITION OF EQUIPMENT

ACTIVITY - 1780

-1780-001-
-1780-002-
-1780-003-
-1780-004-
-1780-005-
-1780-006-

COMMUNITY FIRE PROTECTION

FIRE PROTECTION - SALARIES

FIRE TRUCKS - REPAIRS & MAINTENANCE
FIRE EQUIPMENT - REPAIRS & MAINTENANCE
FIRE PROTECTION - RENTAL

ACCOUNTING CODES

FOR CONTRIBUTION TO BANDS

ACTIVITY - 2310

INSTRUCTION

-2310-001-	CULTURAL ENRICHMENT PROGRAM
-2310-002-	
-2310-003-	KINDERGARTEN - SALARIES
-2310-004-	KINDERGARTEN - SUPPLIES
-2310-005-	KINDERGARTEN - OTHER

ACTIVITY - 2330

SCHOOL FACILITIES

-2330-001-	JANITOR SALARIES
-2330-002-	CLEANING EQUIPMENT
-2330-003-	CLEANING SUPPLIES
-2330-004-	BLDG. MAINTENANCE
-2330-005-	
-2330-006-	
-2330-007-	OTHER (SPECIFY)

ACTIVITY - 2340

SCHOOL COMMITTEES

-2340-001-	SCHOOL COMMITTEE
-2340-002-	

ACTIVITY - 2410

SCHOOL SUPPLIES

-2410-001-	SCHOOL SUPPLIES
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ACTIVITY - 2420

GUIDANCE

-2420-001-	HOME & SCHOOL CO-ORDINATOR'S SALARY
-2420-002-	HOME & SCHOOL CO-ORDINATOR'S TRAVEL
-2420-003-	HOME & SCHOOL CO-ORDINATOR'S SUPPLIES
-2420-004-	STUDENT ALLOWANCES

ACTIVITY - 2560

SCHOOL TRANSPORTATION

-2560-001-	BUS CONTRACTS
-2560-002-	BUS DRIVERS - SALARY
-2560-003-	
-2560-004-	BUS - REPAIRS & MAINTENANCE
-2560-005-	BUS - GAS & OIL
-2560-006-	

ACTIVITY - 2640

PUBLIC LIBRARY

-2640-001-	LIBRARIAN - SALARIES
-2640-002-	LIBRARY BOOKS
-2640-003-	LIBRARY BLDG. - CLEANING & MAINTENANCE
-2640-004-	LIBRARY - MISC. SUPPLIES

ACCOUNTING CODE EXPLANATIONS

This section is offered as a general guideline to determine the type of expenses which may be charged to each account, as provided in your Accounting Code Manual.

This does not mean that the accounts are limited to those listed. This section is merely intended to provide a guideline as to where similar expenses should be charged.

If there is an expense that does not appear to have an account code, please advise the Finance Section - Regional Office. An account will then be established so that it may be used by all Bands in Manitoba.

Please do not establish an Account Code until you have received the information from Regional Office. All Bands will be informed of any changes.

Those Account Codes which have been left blank in your Code Manual will be used when new accounts need to be established.

Should you have any enquiries regarding the coding, establishing new accounts, etc., please send all correspondence to:

Regional Superintendent
of Community Affairs
Department of Indian Affairs
and Northern Development
Indian and Eskimo Affairs
301 - 267 Edmonton Street
WINNIPEG, Manitoba
R3C 1S3

CODE

ACCOUNT EXPLANATIONS

- 1220-001 HEALTH - means where social assistance is provided to the Head of the Household because the Head of the Household is unable to care for the family due to ill health.
- 1220-002 SOCIAL - means that assistance is provided to the family or individual for social reasons. Most frequently this would be such cases as mothers with dependent children because the father has deserted or is deceased, or unwed mothers. This category is also used to cover people who are unable to maintain themselves due to advancing age but who do not receive Old Age Security, i.e., the 60 and 65 age group.
- 1220-003 ECONOMIC - means that social assistance is required by this family or individual because the Head of the Household cannot obtain employment - e.g., he is an unemployed employable person. Or he is an underemployed person - e.g., through his best efforts he is unable to earn sufficient money to adequately maintain his family in food, clothing and shelter. Such a person may be working full-time as a trapper but unable to earn adequate livelihood; or that individual may be working part-time as a school janitor or band employee and the income is not sufficient to fully maintain the family.
- 1220-005 HOMEMAKER SERVICE - service whereby a substitute parent is provided during illness or other emergency and which makes it impossible for either parent to care for the children. (See Social Assistance Regulations, paragraph 4.36.)
- 1220-007 MINOR HOUSING REPAIRS - minor repairs may be completed where there is need on any house of a destitute member of the band. Major repairs are not to be charged against the welfare assistance program. (See Social Assistance Regulations, paragraph 4.28.)
- 1220-008 SPECIAL NEEDS - defined as basic needs which are not specified as regular budgetary items specified in the regulations and which may vary among families. (See Social Assistance Regulations, paragraph 4.34.)
- 1220-010 BURIALS - funeral and cemetery costs for a deceased member of a destitute family. (See Social Assistance Regulations, paragraph 4.41.)
- 1220-011 TRAVEL OF DESTITUTES - transportation costs incurred by destitute members of the bands for reasons such as travelling to employment (until first pay has been received). Transportation costs for medical reasons are not to be charged against the welfare program.

CODE	ACCOUNT EXPLANATIONS
1220-013	<u>CHILD CARE - PRIVATE PLACEMENT</u> - if a child is placed privately by a parent with another family, the financial responsibility for the care of the child is that of the natural parent and/or the family with whom the child is placed; however, if both the natural parents and the parents with whom the child is placed are destitute, the child may be granted assistance in accordance with the regulations. (See Social Assistance Regulations, paragraph 4.45.)
1220-014	<u>CARE OF ADULT</u> - expenses incurred in the placement of elderly people who are unable to care for themselves. (See Social Assistance Regulations, paragraph 4.38.)
1220-017	<u>WELFARE ADMINISTRATOR - SALARY</u> - the gross salary for the person holding the position of Welfare Administrator.
1220-018	<u>WELFARE ADMINISTRATOR - TRAVEL</u> - expenses incurred by the Welfare Administrator on authorized Band business. These include transportation, lodging, meals, taxi and other related expenses.
1440-001	<u>OFFICE SUPPLIES AND STATIONERY</u> - pens, pencils, staplers, paper supplies, form supplies such as cheques, receipts, purchase orders, file folders, desk trays, etc.
1440-002	<u>OFFICE EQUIPMENT - REPAIR AND MAINTENANCE</u> - repair and maintenance costs for typewriters, adding machines, office desks, file cabinets, etc.
1440-003	<u>OFFICE EQUIPMENT - PURCHASES</u> - purchase costs of adding machines, typewriters, office desk, file cabinets and other related equipment.
1440-004	<u>OFFICE BUILDING - REPAIRS AND MAINTENANCE</u> - costs for repairing damaged or deteriorated parts of the office building, inside and outside.
1440-005	<u>OFFICE BUILDING - CLEANING SUPPLIES</u> - brooms, mops, pails, detergents, brushes, etc.
1440-006	<u>OFFICE LIGHT AND POWER</u> - billed costs for providing light and power for the Band Administration Building.
1440-007	<u>TELEPHONE, TELEX, RADIO</u> - billed expenses for telephone, telex or radio services.
1440-008	<u>HEATING FUEL</u> - expenses incurred in heating the Band

CODE

ACCOUNT EXPLANATIONS

	Administration Building only DO NOT include other buildings.
1440-009	<u>BAND STAFF - CASUAL - SALARY</u> - gross salary of any casual office staff as submitted and approved by a Band Council Resolution. This <u>does not</u> include janitorial salaries.
1440-010	<u>BAND ADMINISTRATOR - SALARY</u> - the gross salary of the appointed Band Administrator.
1440-011	<u>BAND SECRETARY - SALARY</u> - the gross salary of the appointed Band Secretary.
1440-012	<u>BAND CLERK - SALARY</u> - the gross salary of the appointed Band Clerk(s). NOTE: NOT the Band's Record Clerk
1440-013	<u>BAND OFFICE JANITOR - SALARY</u> - the gross salary of the person responsible for cleaning the Band Office and maintaining the grounds.
1440-014	<u>BAND STAFF - TRAVEL</u> - transportation, lodging, meals, etc. incurred by Band Staff on authorized Band business. (Do not include any travel costs of the Chief and Council.)
1440-015	<u>POSTAGE</u> - stamps, registered mail, etc.
1440-016	<u>BANK SERVICE CHARGES</u> - costs charged by your Bank as indicated on your Bank Statement for Charges for cashing cheques. Does not include interest expense.
1440-017	<u>UNEMPLOYMENT INSURANCE EMPLOYER'S SHARE</u> - the Band's employer's share 1.4% of the employee contribution as deducted from Band payrolls. NOTE: for Band Office Staff only.
1440-018	<u>COUNCIL EXPENSES AND CHIEF'S HONORARIUM</u> - council expenses and chief's honorarium as approved by council.
1440-019	<u>OFFICE EQUIPMENT RENTAL</u> - invoiced costs for the rental of office equipment, xerox, etc.
1440-020	<u>AUDIT FEES AND LEGAL FEES</u> - costs for audit services performed at the Band Office. Includes interim (pre-audits) and annual audits. Costs for professional legal services pertaining only to Band operations.
1440-021	<u>CANADA PENSION PLAN EMPLOYER'S SHARE</u> - the employer's matching share of the employee contribution as deducted from the payroll.

CODE	ACCOUNT EXPLANATIONS
1440-022	<u>BAND RECORDS CLERK</u> - gross salary for the person holding the position Band Records Clerk.
1440-023	<u>BONDING</u> - insurance premium for bonding Band staff and signing officers.
1441-001	<u>RECREATION - SUPPLIES AND EQUIPMENT</u> - costs for baseball, hockey, football, etc. Expenses incurred for repairing hockey rink, baseball field, etc., and all other related expenses incurred in providing sports activities.
1441-002	<u>RECREATION - SALARIES</u> - gross salary of person(s) appointed as Recreation Directors or Supervisors.
1441-003	<u>RECREATION - TRAVEL</u> - transportation, hotel, meals, etc., incurred by persons authorized to travel. Travel includes recreation directors, baseball team, hockey team, etc. As well, travel costs may be incurred to purchase sports equipment.
	NOTE: The Recreation Fund is determined on the basis of on-reserve population, at the rate of \$1 per capita for every 10 cents per capita contributed by the Band, up to a maximum of \$5 per capita but not exceeding a total of \$5,000 to a Band in a year.
1442-001	<u>CONSTABLE SALARIES</u> - gross salary of a person appointed as constable on the reserve.
1442-002	<u>CONSTABLE - TRAVEL</u> - costs of transportation, hotel, meals, etc., while travelling on authorized Band business, training courses, etc.
1442-003	<u>CONSTABLE - CAR REPAIRS AND MAINTENANCE</u> - costs of maintaining the constable car.
1442-005	<u>CONSTABLE UNIFORMS</u> - cost of constable's uniforms.
1442-006	<u>CONSTABLE EQUIPMENT</u> - purchase of flashlights, handcuffs, billies, etc.
1442-008	<u>CONSTABLE ADMINISTRATION</u> - feeding of prisoners, stationery, telephone, office space, etc.

CODE	ACCOUNT EXPLANATIONS
1720-001	<u>HOUSING - GENERAL LABOUR</u> - gross salary only, of those people employed in general construction of on-reserve housing.
1720-002	<u>HOUSING - MATERIALS</u> - invoiced costs for construction material used for building of houses on the reserve.
1720-003	<u>HOUSING - CARPENTRY LABOUR</u> - gross salary of anyone employed to perform carpentry work for on-reserve housing.
1720-004	<u>HOUSING - PROJECT SUPERINTENDENT</u> - gross salary of the person hired to supervise on-reserve housing.
1720-005	<u>HOUSING - WAREHOUSEMAN LABOUR</u> - gross salary of the person hired to look after the warehouse.
1720-006	<u>HOUSING - ELECTRICIAN</u> - gross salary of the electrician hired to work on on-reserve housing.
1720-007	<u>HOUSING - PAYROLL CLERK</u> - gross salary of the Payroll clerk working on the Housing Paylists (payroll) only.
1720-008	<u>HOUSING - EQUIPMENT RENTAL</u> - invoiced costs for rental of equipment used for on-reserve housing.
1720-009	<u>HOUSING - LOGGING AND MELLING</u> - costs billed for lumber used for on-reserve housing.
1720-010	<u>HOUSING - DEPOSITS</u> - money received from families occupying houses built under the Contribution to Bands program.
1730-001	<u>ROAD REPAIRS</u> - costs incurred for major repairs to the road systems on the reserve. Includes expenses such as grader machine, operator, gravel, etc. As well costs necessary to maintain the reserve roads in a satisfactory condition. Expenses such as gravel, sand, grader, operator, etc., commonly called preventive maintenance.
1730-003	<u>ROAD REPAIRS - CAPITAL</u> - separate from O & M. Funds used to re-build present road systems or initiate new roads on the reserve.
1730-004	<u>BRIDGE REPAIRS AND MAINTENANCE</u> - costs to maintain and repair bridges on the reserve.
1730-005	<u>SNOW CLEARING</u> - expenses for clearing snow from the reserve roads and by-ways.
1730-007	<u>SIDEWALK REPAIRS</u> - expense for repairing sidewalk systems on the reserve.

CODE	ACCOUNT EXPLANATIONS
1740-001	<u>GARBAGE COLLECTION - SALARIES</u> - gross salary of person(s) employed in garbage collection.
1740-002	<u>MAINTENANCE OF GARBAGE DISPOSAL AREA</u> - cleanup of pits, i.e., burning garbage, bulldozing periodically into piles, etc.
1740-003	<u>REPAIR & MAINTENANCE OF EQUIPMENT</u> - repair and maintenance of garbage truck and other equipment and other sanitation equipment.
1740-004	<u>WATER SYSTEMS - SALARIES</u> - gross salaries of engineers responsible for care and maintenance of water and sewer pumping stations and lagoon maintenance.
1740-005	<u>MAINTENANCE OF WATER SYSTEMS</u> - costs of repairing wells, pumps, water and sewer lines, etc., other than salaries of classified engineer.
1740-006	<u>DECONTAMINATION OF WELLS</u> - costs related to testing and purifying community wells.
1740-008	<u>BUILDING AND WORKS</u> - repair and maintenance of water pump-house, lift station generally repair and maintenance of buildings that house water and sanitation equipment only.
1740-009	<u>ACQUISITION OF EQUIPMENT</u> - to cover cost of tools, motors, pumps required to maintain and operate water pumping equipment and sewage equipment.
1780-001	<u>FIRE PROTECTION - SALARIES</u> - gross salary for person(s) employed in fire protection.
1780-004	<u>FIRE TRUCKS - REPAIR & MAINTENANCE</u> - costs of maintaining the Fire truck in good repair as well as operating costs such as gas, oil, etc.
1780-005	<u>FIRE EQUIPMENT - REPAIRS & MAINTENANCE</u> - costs of repairing and preventive maintenance for all fire equipment.
1780-006	<u>FIRE PROTECTION - RENTAL</u> - rental invoice costs for any fire equipment on a rental arrangement.
2310-001	<u>CULTURAL ENRICHMENT PROGRAM</u> - costs incurred for any cultural activity for students which may promote Native languages, art, singing, dances, etc.
2310-003	<u>KINDERGARTEN - SALARIES</u> - gross salary of the person(s) employed by the Band to provide instruction.
2310-004	<u>KINDERGARTEN - SUPPLIES</u> - invoiced costs for supplies used to provide kindergarten instruction.

CODE	ACCOUNT EXPLANATIONS
2310-005	<u>KINDERGARTEN - OTHER</u> - invoiced costs for other costs (to be identified) incurred in order to provide kindergarten instruction.
2330-001	<u>SCHOOL JANITOR SALARIES</u> - gross salary of those persons employed to clean the reserve schools.
2330-002	<u>SCHOOL CLEANING EQUIPMENT</u> - costs for polisher and other cleaning equipment of more than \$25.00.
2330-003	<u>SCHOOL CLEANING SUPPLIES</u> - expenses such as mops, pails, cleaning soaps, detergents, etc.
2330-004	<u>BUILDING MAINTENANCE</u> - repair and maintenance of building utilized for kindergartens and schools.
2330-007	<u>OTHER (SPECIFY)</u> - costs related to buildings and programs covered above.
2340-001	<u>SCHOOL COMMITTEES</u> - expenditures authorized by the School Committee for the benefit of the students.
2410-001	<u>SCHOOL SUPPLIES</u> - invoiced costs for school supplies as related to Contribution to Band programs.
2420-001	<u>HOME & SCHOOL CO-ORDINATORS SALARY</u> - gross salary of the person(s) employed in this position.
2420-002	<u>HOME & SCHOOL CO-ORDINATORS TRAVEL</u> - expenses incurred on authorized business - supported by Travel Claims.
2420-003	<u>HOME & SCHOOL CO-ORDINATORS SUPPLIES</u> - invoiced costs for supplies incurred in the Home & School program.
2420-004	<u>STUDENT ALLOWANCE</u> - allowances for students in High School, rates applicable as approved by Band Council Resolution.
2560-001	<u>SCHOOL TRANSPORTATION CONTRACT</u> - cost of a service contract to provide transportation of school children from their residence to the school and return.
2560-002	<u>SCHOOL BUS DRIVERS</u> - gross salary of person(s) employed to drive school bus, transporting school children from their residence to the school and return.
2560-003	<u>SCHOOL BUS - OPERATING & MAINTENANCE</u> - costs of maintaining and repairing school buses.

<u>CODE</u>	<u>ACCOUNT EXPLANATIONS</u>
2560-004	<u>BUS - GAS & OIL</u> - costs of gas and oil.
2640-001	<u>LIBRARIAN SALARIES</u> - gross salary of the person appointed to operate the Band Library.
2640-002	<u>LIBRARY BOOKS</u> - cost of Library Books, periodicals, magazines, informational and cultural materials, etc.
2640-003	<u>LIBRARY BLDG. (SPACE) MAINTENANCE</u> - cost of cleaning library area. NOTE: The Library Fund is determined on the basis of on-reserve population at a rate of \$1.50 per capita. Band contribution per capita is 10 cents.
2640-004	<u>LIBRARY - MISCELLANEOUS SUPPLIES</u> - invoiced costs for Library program not covered in above codes. Costs should be identified.

ACCOUNTING CODE MANUAL

REQUEST FOR A REVISION OR EXPLANATION

Indicate below what account you wish to have added or changed. Provide detail as to the type of expense which will be charged to this account. When completed forward to:

Regional Superintendent
of Community Affairs
Department of Indian Affairs
and Northern Development
Indian-Eskimo Affairs
301 - 267 Edmonton Street
WINNIPEG, Manitoba
R3C 1S3

Your request will be handled immediately and reply will be forwarded within two weeks.

Suggested New Account:

Name of Account: _____

Type of Expense: _____

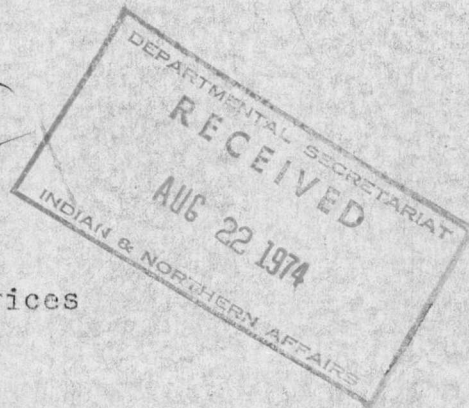
Request for Information:

Name of Account: _____

Problem: _____

1125-
POPLAR RIVER BAND COUNCIL

NEGGINAN P.O. POPLAR RIVER, MANITOBA ROB OZO



August 14, 1974



M.K. Baksh
A/Sup't of Student Services
105 Garry Street
Winnipeg, Manitoba

Indian Affairs Person,

It is with dismay and regret that we realize that you have personally perpetrated some policy in regards to post-secondary students.

To justify your existence, you have devised some forms for students to fill. The very act of demanding that your repulsive forms be filled is typical of your operation.

We here in Poplar River were very relieved to learn of your departure from our area since your activity in the capacity of Adult Education Supervisor was only carried out to your satisfaction, certainly not to ours. We did not at any time witness any positive or constructive effects in our community attributable to your efforts.

You can be assured that if you were subjected to similar bureaucratic stress as you are doing with our students, you would still be waiting for your first cheque.

It is a well known fact that several of the IAB staff have attended institutes of learning at IAB's expense. It is also a well known fact that these persons receive their salaries during this time. Several of these persons have gone out of our province, and indeed, out of our country to do so. This is a great expense to IAB involving funds that could have been better utilized at reserve level.

We would seriously recommend that your proposed policy not be adopted. The difficulties contained in completing a post-secondary course are already too numerous without persons like yourself devising schemes which would only hinder and harrass our native students.

You must also remember that IAB was set up, supposedly to assist Indians. You are not one of those assisting, but rather, our existence supporting you for no reason.

c. Mr. Lesaut
Education
RA

.....2

000025

If this ill-devised scheme of yours is put into action, we are recommending your removal, along with your superiors in your department, namely George Ross, who will have had a hand in approving such activity.

Chief: George A. Boyd
George A. Boyd

Councillor: Leonard Budd
Leonard Budd

Councillor: Albert Bittern
Albert Bittern

Councillor: _____
Austin Franklin

Councillor: Walter Nanowin
for Walter Nanowin

cc:
George Ross
W. Willis, Regional Director
J. Buchanan, Minister of Indian Affairs
A. Spence, President, MIB

Ottawa Ontario K1A 0H4.
September 5, 1974.

Information Services Branch,
Attention: Mr. Adeoda Ross,
Room 351A.

24 → 1/25-1

--Attached is a letter which is self-explanatory.

The Indian people in our Branch tell me that your group have a pool of Indian people who are willing to accept speaking engagements such as requested here.

It is undoubtedly preferable to have Indian personnel carry out such engagements rather than non-Indians and I was pleased to hear of the group of speakers.

I trust that you will be able to meet this request and I would suggest that you contact Mr. Coldrey to finalize the meeting.

ORIGINAL SIGNED BY
R. M. HALL

G.K. Gooderham,
Acting Director,
Education Branch.

Encl.

HALL/dg

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LOS ANGELES, CALIFORNIA 90024

American Indian
Culture and Research Center
3220 Campbell Hall

Deans, Directors, Department Chairmen,
and all Teaching Faculty

Dear Colleague:

The American Indian Culture and Research Center at UCLA is attempting to locate and identify American Indians with Masters and Doctorate degrees for possible faculty positions at UCLA and other institutions of higher learning. We are especially interested in individuals who are nearing the completion of their doctoral studies. Positions are presently available in some academic areas. If you know of any such people, please send us their vitae. If vitae are not available, please send the names and addresses and tribal affiliation of each American Indian graduate so that we may contact them.

If your school or department offers courses pertaining to American Indians, we would appreciate receiving course outlines, curriculum, and reading lists if they are available. The field of bilingual education is another aspect of our acquisitional interests. We are interested in learning of bilingual programs for American Indians. We can and will provide bibliographic support when the programs indicate that such support is needed. Also, we are most interested in acquiring the publications and reports of these programs.

Our Center is also collecting maps, particularly those maps that pertain to Indian lands and Reservations. Again, we are especially concerned with maps that have a degree of Indian intellectual input. Any information (addresses, etc.) that could help us with the acquisition of these important resource materials would be gratefully appreciated.

We have an extensive serials collection which is expanding continuously. This collection includes any serial that is related to American Indians in any way whether it is a school, organization, or geographical publication. If your organization or group publishes any serials that relate to American Indians, the Center would appreciate knowing the names and addresses of these publications so that they can be included in our collection. The Center is in the process of acquiring a film collection of documentary films relating to the contemporary concerns of the American Indian. If your department has a film collection relating to American Indians, the Center would like to receive a list of them along with the names of the distributors, so that this information can be made available to people in the Los Angeles area.

Your assistance will be greatly appreciated.

Sincerely yours,

Kogee Thomas

Kogee Thomas
Associate Director

KT/ES

000028



**B.I.A.
I'M
NOT
YOUR
INDIAN
ANY
MORE**



**TRAIL
OF
BROKEN
TREATIES**

B.I.A. I'm Not Your Indian Any More covers that event in day-by-day reports as it happened, rather than as a past-tense report. In itself, the Trail of Broken Treaties was a historic event that should not be forgotten.

But of even greater importance was the set of Twenty Points, the well-thought-out demands for historic change in the relationship between native peoples and the United States of America. The Twenty Points became lost in the shuffle, shadowed by the dramatic occupation. In this book, the Twenty Points are listed in full, one by one. Eventually there was a reply from the White House, and this reply is listed with each point. Of equal importance is the response to the White House, a suggested reply from native people to the United States (with a few editorial comments by Akwesasne Notes people).

"*B.I.A. I'm Not Your Indian Any More* contains history—and future. We hope it is studied carefully, and used with vigor by both native peoples and Americans."—Akwesasne Notes.

The UCLA American Indian Culture Center is pleased to announce that it is distributing a much needed new book on Indian law, *Law and the American Indian* © 1973, 807 pp., by Professor Monroe E. Price of the UCLA Law School faculty.

"The greatest value of *Law and the American Indian* lies not in its legal content but in its analysis of Indian policy through the legal process. Professor Price has successfully filled a void in the study of Indian history and policy by examining American Indian people as political societies rather than forgotten victims of American expansion."—Fred Ragsdale, Chemehuevi Indian lawyer.

Law and the American Indian provides a detailed analysis of jurisdictional problems including:

1. The power of the tribe to tax
2. Jurisdiction of the tribe over non-Indians
3. Jurisdiction of the tribe over commercial transactions

Law and the American Indian surveys the expansion of tribal sovereignty, including an assessment of current efforts to provide more power to the tribes.

The book traces the history of efforts by the federal government to weaken and destroy tribal government, looking at various techniques to accomplish that goal.

Law and the American Indian traces the conflict between state and tribe to control activities on the reservation, including a comprehensive study of Public Law 280.

Law and the American Indian contains an up-to-date catalog and analysis of the cases interpreting the Indian Bill of Rights, the Civil Rights Act of 1968.

Law and the American Indian contains a lengthy study of concepts of property rights, including a discussion of treaty rights, original title and the trust responsibility.

The book contains references to more than 600 cases relating to Indian legal problems and contains a bibliography of law review articles on selected important subjects.

**LAW
AND
THE
AMERICAN
INDIAN
MONROE E. PRICE**

Date

Print Name

Address

City

State

Zip

I am interested in obtaining the following:

Law and the American Indian, by Monroe E. Price ☐
\$16.50 each + 35¢ Postage. California residents add appropriate sales tax.

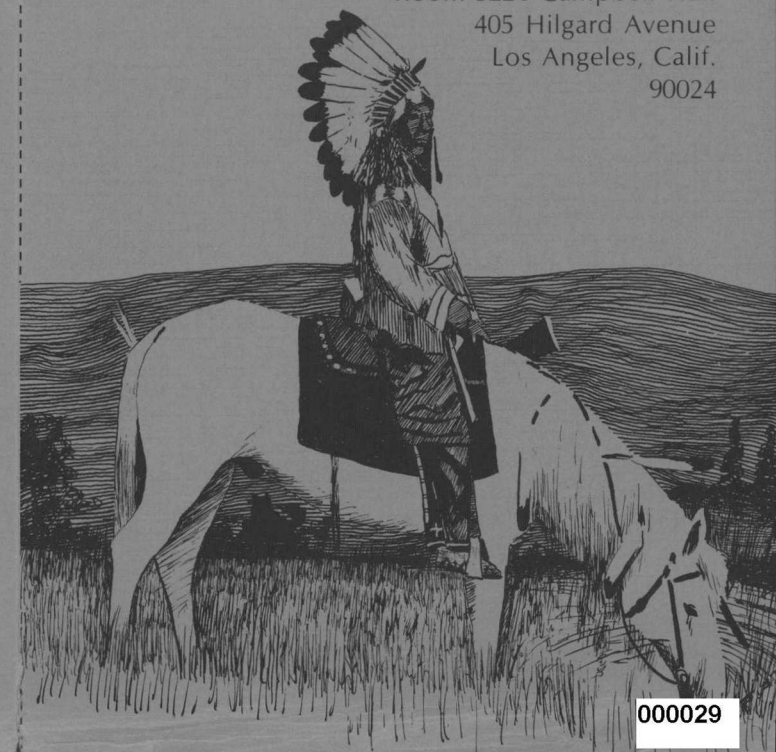
B.I.A. I'm Not Your Indian Any More. ☐
\$1.95 each + 35¢ Postage. California residents add appropriate sales tax.

American Indian Culture Center Journal ☐
1 year subscription \$4.00; \$1.00 per single issue.

Forthcoming: *Ethnic Serials at Selected University of California Libraries, a Union List*. This ☐
list totals some 2,000 entries, including those for American Indians, Afro-Americans, Asian Americans and Chicanos.

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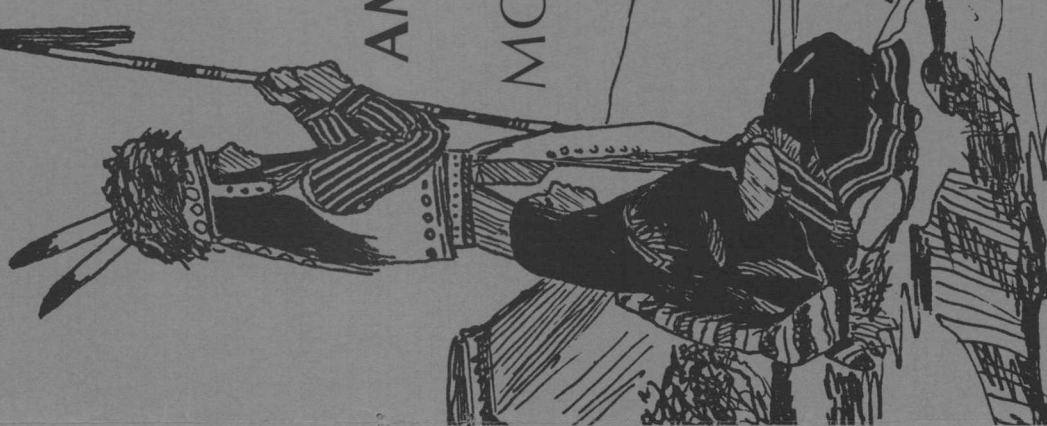
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405 Hilgard Avenue
Los Angeles, Calif.
90024



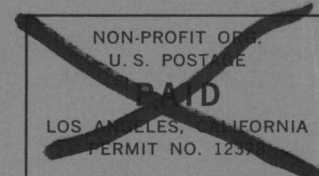
000029

AMERICAN INDIAN
CULTURE CENTER, UCLA

LAW
AND
THE
AMERICAN
INDIAN
MONROE E.
PRICE



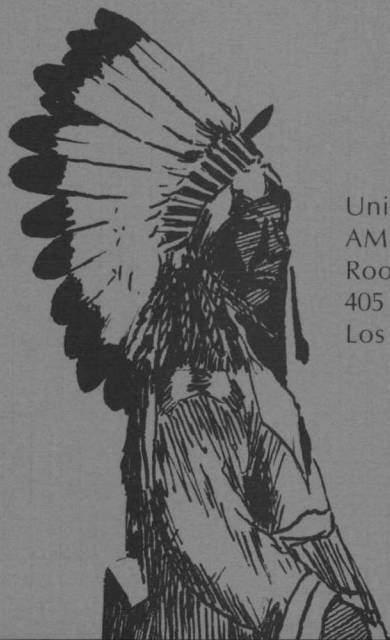
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American Indian Culture and Research Center
3220 Campbell Hall
Los Angeles, California 90024



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000030



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Manuscripts should be submitted
in duplicate to:

JOURNAL
American Indian Culture and
Research Center
Room 3220 Campbell Hall
University of California
405 Hilgard Avenue
Los Angeles, California 90024

Manuscripts should be typed double spaced,
and notes should be typed on separate
sheet and double spaced. The use of the
M.L.A. *Style Sheet* in the preparation of
manuscripts is suggested.

ATTENTION:

ALL TEACHING FACULTY, DEANS, DIRECTORS, DEPARTMENT CHAIRMEN AMERICAN INDIAN CULTURE AND RESEARCH JOURNAL

American Indian Culture and Research Center, University of
California at Los Angeles

The AMERICAN INDIAN CULTURE AND RESEARCH JOURNAL
is intended to provide a quarterly research forum for scholars and
innovators in the areas of historical and contemporary American Indian
life and culture. Emphasis will be strongly on the here and now, and
on how the past has brought us here. Articles in all relevant interdis-
ciplinary areas are solicited.

The JOURNAL'S editorial board, comprised of eminent scholars in the
field of American Indian studies and persons prominent in Native
American affairs, has been brought together to assist in the evaluation
of manuscripts for content, accuracy, and relevancy.

Policy:

The backbone of the JOURNAL will be significant contributions by
America's leading scholars in all academic fields that pertain to the
study of the American Indian citizens. Original scholarly papers are
invited on a broad range of questions involving American Indian people.
Economics, political science, sociology, history, literature, and philos-
ophy will certainly be fields of interest. While encouraging innovation,
the Editor will favor those articles which demonstrate rigorous and
thorough research in an interdisciplinary context.

Frequency:

It is essential that this first nation-wide AMERICAN INDIAN
CULTURE AND RESEARCH JOURNAL become the vehicle by
which the spectrum of topics and the areas of interest included under
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American audience. The JOURNAL will provide a quarterly forum to
fill the tremendous gap between traditional materials published on the
historical American Indian and the dynamic intellectual and cultural
upsurge occurring throughout today's Native American community.

No responsibility for statements or opinions in the articles of
contributors is assumed by AICC Editorial Board.

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000031

PUBLICATION SERIES

Manuscripts for the following series are also solicited:

1) NATIVE AMERICAN PAMPHLET SERIES

In general, specifications for submission of manuscripts for this series are the same as those for the *Journal*, with length of manuscript determining the vehicle for publication. While this series was established for the purpose of encouraging Native American authorship, it also intends to publish works by non-Native Americans.

2) INDIAN TREATIES PROJECT PUBLICATIONS

These publications are intended to provide scholarly analyses or legal interpretations of the relationship between Native Americans and federal, state and local governments.

3) DOCUMENTATION AND BIBLIOGRAPHY SERIES

This new series will begin with the publication of two annotated bibliographies which support the development of in-depth scholarly and educational concerns relating to Native American studies. The first will be on American Indian language and bilingual education material from 1965 to the present. The second will be an annotated bibliography of American Indian authorship. Each will be published with an accompanying essay. Both publications are scheduled to be in press by July, 1974.

Available in limited quantity:

An Introduction to the Bureau of Indian Affairs—Agency Records and Bureau of Indian Affairs—Archival Records Housed in the San Francisco and Bell Federal Record Centers, by Jack Allen and Dennis Moristo. (Native American Series, no. 1) 1971. \$2.00

Public Law 280: State Jurisdiction over Reservation Indians, by Carole E. Goldberg. (Indian Treaties Project publication, no. 1) Advance orders accepted.

AMERICAN INDIAN CULTURE AND RESEARCH JOURNAL



American Indian Culture and Research Center
Room 3220 Campbell Hall
University of California
405 Hilgard Avenue
Los Angeles, California 90024

Ottawa, Ontario K1A 0H4
September 3, 1974.

Mr. A. Maurice Capson,
10896 Linda Vista Drive,
Cupertino, California
U.S.A. 95014

PA 1/25-1 (E.55)

Dear Mr. Capson:

Space Adequacy Survey

I am enclosing the enrolment information you requested for one of our larger federal schools, the Ermineskin School in Alberta. The total enrolment of the school is 774, broken down as follows:

<i>Kindergarten</i>	66
Grades 1, 2 & 3	311
4, 5 & 6	283
7, 8 & 9	174
	<u>774</u>

If you require any additional information, please let me know.

I am also enclosing a copy of a brief presented to us by a group of Indian people in Manitoba, who wish to establish their own high school in a central area. The location chosen would draw its student population from seven reserves in the area. The brief includes enrolment figures projected to 1980 (see page 5), along with a brief description of the facilities which they feel would be required. I am enclosing this material because it is typical of many proposals to which we are asked to respond. I am curious to know what kind of a response, if any, your firm could come up with, given this limited statistical information.

Yours sincerely,



G. K. Gooderham,
Acting Director,
Education Branch.

ELLIS:rb

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 1 of 18)

1	2	3								4	5	6
Social Science (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Mailey	Amer. History	26	26	25	25			26	26	154	6	26
Hammer	Amer. History					34	34			68	2	34
Morgan	Amer. History					29	29			58	2	29
Hammer	Frosh SS	35	35	27	27					124	4	31
Darnell	Frosh. SS							32	32	64	2	32
Morgan	Frosh. SS	28	28	23	23					102	4	26
Hevener	Frosh. SS	33	33							66	2	33
Hevener	Today's Values			28	28	27	27			110	4	28
TOTALS		122	122	103	103	90	90	58	58	TOTAL * 746	TOTAL * 26	30

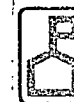
Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High

PREPARED BY T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE 11-28-73

BUREAU OF
SCHOOL FACILITIES
PLANNING

CALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000034

B SCHEDULE

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 2 of 18)

1	2	3								4	5	6
English (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Driskell	Eng. IX					24	14		20	58	3	19
Barcus	Eng. IY			28	29					57	2	29
Griffin	Eng. IY				21		35		28	84	3	28
Driskell	Eng. 2X			37				23		60	2	30
Bellman	Eng. 2Y					22	20			42	2	21
Griffin	Eng. 2Y			23		24		16		63	3	21
Dunlop	Eng. 2Y					23				23	1	23
Neville	Eng. 2Y			35	35					70	2	35
Kelley	Eng. 3X			32	32					64	2	32
Porterfield	Eng. GR							24	24	48	2	24
Barcus	Eng. Use	25	25							50	2	25
Bellman	Eng. WPMS							27	27	54	2	27
Bellman	Journalism			17	17					34	2	17
Hanson	Read Basic					10	10	8	8	36	4	9
TOTALS		CONTINUED NEXT PAGE								TOTAL *	TOTAL **	

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL

Sierra High

PREPARED BY

T. Doughty

DATE

11/19/73

SCHOOL DISTRICT Sierra Joint Union High SchoolBUREAU OF
SCHOOL FACILITIES
PLANNINGCALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000035

B SCHEDULE

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 3 of 18)

1	2	3								4	5	6
English, Con't (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Hanson	Read, Int	18	18							36	2	18
Porterfield	Soph. Speech	28	28							56	2	28
Kelley	Speech	20	20							40	2	20
TOTALS		91	91	172	134	103	79	98	107	TOTAL * 875	38 TOTAL **	24

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High
SCHOOL DISTRICT Sierra Joint Union High SchoolPREPARED BY T. Doughty
DATE 11/29/73BUREAU OF
SCHOOL FACILITIES
PLANNINGCALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000036

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

FORM
A

Revised 1973

(Page 4 of 18)

1	2	3								4	5	6
Math (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Alkire	Alg. I					28	28	27	27	110	4	28
Franklin	Alg. I			31	31					62	2	31
Alkire	Alg. 2			20	20					40	2	20
Seiler	Gen Math	11	11	24	24			23	23	116	6	19
Sager	Gen. Math					28	28			56	2	28
Franklin	Geometry					28	28	19	19	94	4	24
Seiler	Senior Math	11	11	3	3			5	5	38	6	6
Sager	Senior Math					3	3			6	2	3
TOTALS		22	22	78	78	87	87	74	74	TOTAL * 522	28 TOTAL **	20

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High
SCHOOL DISTRICT Sierra Joint Union High School

PREPARED BY T. Doughty
DATE 11/29/73



**BUREAU OF
SCHOOL FACILITIES
PLANNING**

**CALIFORNIA
STATE DEPARTMENT
OF EDUCATION**

000037

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

Revised 1973

(Page 5 of 18)

1	2	3								4	5	6
Foreign Lang. (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Dunlop	German 1			18			20			38	2	19
Dunlop	German 2				12				8	20	2	10
Dunlop	German 3/4	11	11							22	2	11
Patrick	Spanish 1			18		23		14		55	3	18
Patrick	Spanish 2				29		16			45	2	23
Patrick	Spanish 3/4	13	13							26	2	13
TOTALS		24	24	36	41	23	36	14	8	TOTAL * 206	13 TOTAL **	16

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL

Sierra High

PREPARED BY

T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE

11/29/73

BUREAU OF
SCHOOL FACILITIES
PLANNINGCALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000038

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

Revised 1973

(Page 6 of 18)

1	2	3								4	5	6
Biological Science (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Rempel	Biology			23	23			32	32	110	4	28
Dodge	Biology					27	27			54	2	27
Sager	Health	67	67							134	2	67
Rempel	Physiology	30	30							60	2	30
TOTALS		97	97	23	23	27	27	32	32	TOTAL * 358	10 TOTAL * *	38

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High

PREPARED BY T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE 11/29/73



CALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000039

B SCHEDULE

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 7 of 18)

1	2	3								4	5	6
Physical Sciences (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Brandon	IIS	22	22					18	18	80	4	20
Sager	Int. Phy. Sci.			23	23	20	20	24	24	134	6	22
TOTALS		22	22	23	23	20	20	42	42	214	10	21
										TOTAL *	TOTAL **	

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High

PREPARED BY T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE 11/29/73



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000040

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SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 8 of 18)

1	2	3								4	5	6
<u>Business Education</u> (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Brady	Bus English							14	14	28	2	14
Brady	Gen. Business	34	34			32	32			132	4	33
Odell	Shortland 1/2			14	14					28	2	14
Odell	Typing 1					39	42	23	22	126	4	32
TOTALS		34	34	14	14	71	74	37	36	314	12	23
										TOTAL *	TOTAL **	

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High
SCHOOL DISTRICT Sierra Joint Union High School

PREPARED BY T. Doughty
DATE 11/29/73

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

Revised 1973

(Page 9 of 18)

1	2	3								4	5	6
Arts & Crafts (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Ogata	3-dim. design					14	14			28	2	14
Bohner	Ceramics			17	17					34	2	17
Ogata	Fund.Vis. Art			23	23					46	2	23
Bohner	Fund.Vis. Art	27	27			24	24	24	24	150	6	25
Ogata	Prin. of Draw	20	20							40	2	20
TOTALS		47	47	40	40	38	38	24	24	TOTAL * 298	14 TOTAL **	20

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High
 SCHOOL DISTRICT Sierra Joint Union High School

PREPARED BY T. Doughty
 DATE 11/29/73



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000042

B SCHEDULE

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 10 of 18)

1	2	3								4	5	6
Home Economics (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Gregory	Homemkg. 1					23	23			46	2	23
Phillips	Homemkg. 2							23	23	46	2	23
Phillips	Nurse Aide	23	23	23	23					92	4	23
Gregory	Homemkg. 3	22	22	22	22					88	4	22
TOTALS		45	45	45	45	23	23	23	23	TOTAL * 272	TOTAL ** 12	23

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High
SCHOOL DISTRICT Sierra Joint Union High School

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DATE 11/29/73



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000043

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FORM

A

(Page 11 of 18)

Revised 1973

1	2	3								4	5	6
Music (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Kostiw	Band Adv.					57	57			114	2	57
Kostiw	Chorus Girls							52	52	104	2	52
Kostiw	Instru. Beg/Int.			12	12					24	2	12
TOTALS		0	0	12	12	57	57	52	52	TOTAL * 242	TOTAL ** 6	40

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL

Sierra High

PREPARED BY

T. Doughty

SCHOOL DISTRICT

Sierra Joint Union High School

DATE

11/29/73

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000044

A SCHEDULE

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 2 of 18)

1	2	3								4	5	6
Industrial Arts (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Rasmussen	Auto Shop	24	24							48	2	24
Rasmussen	Auto Shop Voc.					18	18			36	2	18
Combs	Drafting 1					25	25	19	19	88	4	22
Laird	Drafting 2			17	17					34	2	17
Dotts	Wood Wkg. 1			29	29			21	21	100	4	25
Young	Electronic Voc.					10	10			20	2	10
Busch	Pre Vo. Lab. *	221	221							442	20	22
Young	Electronics 1-5	8	8	8	8	8	8	8	10	66	8	8
Young	Stage Crew	INDEPENDENTLY SCHEDULED								1	1	1
* See Page 12 Supplement												
TOTALS		253	253	54	54	61	61	48	50	+1 TOTAL * 835	45 TOTAL **	16

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High

SCHOOL DISTRICT Sierra Joint Union High School

PREPARED BY T. Doughty

DATE 11/29/73



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000045

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

SUPPLEMENT

(Page 12 of 18)

FORM

A

Revised 1973

1	2	3								4	5	6
Industrial Arts (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER	PRE VO. LAB.	1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Dotts	Wood	22	22							44	2	22
Actis	Ag. Sci.	22	22							44	2	22
Dennison	Ag. Mech.	22	22							44	2	22
Neal	Welding	22	22							44	2	22
Young	Electronics	22	22							44	2	22
Gregory	Homemkg	22	22							44	2	22
Brady	Business	22	22							44	2	22
Bohner	Art	22	22							44	2	22
Combs	Drafting	22	22							44	2	22
Hunter/Kelley	Library	22	22							44	2	22
TOTALS		220	220							442 TOTAL *	20 TOTAL **	22

Use at least one line for each teacher and a separate sheet for each department.



SCHOOL

Sierra High

SCHOOL DISTRICT Sierra Joint Union High School

PREPARED BY

T. Doughty

DATE

11/29/73



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OF EDUCATION

000046

B SCHEDULE

SPACE ADEQUACY SURVEY
PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 13 of 18)

1	2	3								4	5	6
Agriculture (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Neal	Adv. Welding	18	18							36	2	18
Dean	Agric. Sci 1	29	29							58	2	29
Actis	Agric. Sci 3					25	25			50	2	25
Actis	Agric. Sci 4			18	18					36	2	18
Dennison	Engin Mech.					22	22			44	2	22
Neal	Engin Mech.							16	16	32	2	16
Dean	Engin Mech.			16	16					32	2	16
*Dean	Gen. Vo Ag. (Farm)					18	18			36	2	18
Dennison	Surveying	15	15							30	2	15
Neal	Welding			19	19					38	2	19
Dennison	Grounds Main			17	17					34	2	17
TOTALS		62	62	70	70	65	65	16	16	TOTAL * 426	TOTAL 22 **	19

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL Sierra High

PREPARED BY T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE 11/29/73



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000047

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

Revised 1973

(Page 4 of 18)

1	2	3								4	5	6
Special Education (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Larive	EH	5	5	5	5	5	5	5	5	40	8	5
Goodwin	EMR	13	13	13	13	13	13	13	13	104	8	13
TOTALS		18	18	18	18	18	18	18	18	144 TOTAL *	16 TOTAL **	9

Use at least one line for each teacher and a separate sheet for each department.

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T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

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11/29/73

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000048

B SCHEDULE

SPACE ADEQUACY SURVEY

PUPIL-PERIOD ENROLLMENTS

FORM

A

Revised 1973

(Page 15 of 18)

1	2	3								4	5	6
Driver's Education (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Wait	Soph. Require	31	31	0	0	0	0	0	0	62	2	31
TOTALS		31	31	0	0	0	0	0	0	TOTAL * 62	TOTAL ** 2	31

Use at least one line for each teacher and a separate sheet for each department.

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DATE 11/29/73



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000049

B SCHEDULE**SPACE ADEQUACY SURVEY****PUPIL-PERIOD ENROLLMENTS****FORM****A**

Revised 1973

(Page 16 of 18)

1	2	3								4	5	6
Physical Education (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Harper	PE Boys			46	46	46	46			184	4	46
Downing	PE Boys	41	41	9	9					100	4	25
Harper	PE Boys Sports							191	191	382	2	191
Bauer	PE Cheerleaders Majorettes, Pep Girls							20	20	40	2	20
Bauer	PE Girls Tennis					27	27			54	2	27
O'Reilly	PE Girls	36	36							72	2	36
Bauer	PE Girls			34	34	41	41			150	4	38
O'Reilly	PE Girls Swim			28	28					56	2	28
TOTALS		77	77	117	117	114	114	211	211	TOTAL * 1038	22 TOTAL **	51

Use at least one line for each teacher and a separate sheet for each department.



SCHOOL

Sierra High

PREPARED BY

T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE

11/29/73

BUREAU OF
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000050

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FORM

A

Revised 1973

(Page 7 of 17)

1	2	3								4	5	6
Independent Study (Department)	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Room 3						12				12	1	12
Room 4				30	22					52	2	26
Room 5									13	13	1	13
Room 6								15		15	1	15
Room 7					24					24	1	24
Room 8							34			34	1	34
Room 9								23	21	44	2	22
Room 10		5								5	1	5
Room 12							1			1	1	1
Room 13							19			19	1	19
Room 14								28		28	1	28
Room 14A ?			3							3	1	3
Room 15							20			20	1	20
Room 16									16	16	1	16
TOTALS			CONTINUED NEXT PAGE							TOTAL *	TOTAL **	

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL

Sierra High

PREPARED BY

T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE

11/29/73

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000051

B SCHEDULE**SPACE ADEQUACY SURVEY**
PUPIL-PERIOD ENROLLMENTS**FORM****A**

Revised 1973

(Page 18 of 18)

1	2	3								4	5	6
Independent Study (Department) Con't	COURSE TITLE	PERIOD ENROLLMENTS								TOTALS	NUMBER OF GROUPS (CLASSES)	AVERAGE CLASS SIZE
TEACHER		1	2	3	4	5	6	7	8			Column 4 divided by Column 5
Room 19				20	24					44	2	22
Cafeteria 20		27	24							51	2	26
Cafeteria 27						1	24	27	19	71	4	18
Cafeteria 28								1	1	2	2	1
Cafeteria 29				9	8	1				18	3	6
Girl Gym 33			7						15	22	2	11
Girl Gym 36						27			13	40	2	20
Girl Gym 37		6			21					27	2	14
Boy Gym						36				36	1	36
Library		11	11	24		16				62	4	16
Presentation Center							2	38	28	68	3	23
TOTALS		49	45	83	99	93	100	132	126	TOTAL * 727	43 TOTAL **	17

Use at least one line for each teacher and a separate sheet for each department.

SCHOOL

Sierra High

PREPARED BY

T. Doughty

SCHOOL DISTRICT Sierra Joint Union High School

DATE

11/29/73

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PLANNINGCALIFORNIA
STATE DEPARTMENT
OF EDUCATION

000052

927422 TRIP

TO

Kent Paduchan

FROM

Maurice Eppson

SUBJECT

Space Adequacy Survey Forms

DATE

7/26/74

MESSAGE

Kent, please provide us with this
some information of any school you choose;
plus the total enrollment of the school. We will
have the print-out ready for you to review
when you are here in August. It is not necessary
to use the enclosed forms if you have the same information
in another format.

SIGNED

Maurice

REPLY

PS I really enjoyed my day in Toronto and
look forward to working with you and Don -

Read Aug 13/74
in Curriculum Services
Section 6.2.

SIGNED

DATE

/ /

FROM

Kent Gordonham

RETURN TO

Maurice (Gordon)

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SUBJECT

Space Adequacy Survey Forms

DATE

7/26/74

MESSAGE

Kent please provide us with this
 same information of any school you choose
 plus the total enrollment of the school. We will
 have the print-out ready for you to review
 when you are here in August. It is not necessary
 to use the enclosed forms if you have the same information
 in another format.

SIGNED

Maurice

REPLY

B. I really enjoyed our day in Toronto and
 look forward to working with you and Don -

SIGNED

DATE

/ /

Rec'd Aug 13/74
 in Curriculum Services
 Section E.C.

SEND PARTS 1 AND 3 WITH CARBON INTACT - PART 3 WILL BE RETURNED WITH REPLY.

Rediform® 45 472

Poly Pak (50 sets) 4P472

000054

673850

I.A. & N.D.
DEPARTMENTAL
MAIL ROOM

AUG 6 10 52 AM

000055

Ottawa Ontario K1A 0H4.
September 4, 1974.

R.D. BROWN
REGIONAL DIRECTOR - WINNIPEG

Attention: Mr. L.P. McMahon

PA 1/25-1

s.19(1)

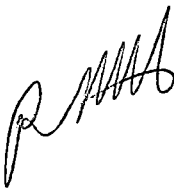
We have received a copy of the letter from Mr. A. Spence to you concerning a Mrs. [REDACTED]

As it is likely that Headquarters will hear more on this subject it would be appreciated if you would give us some information in advance so that we will be informed as to what happened and why.

OR'GINAL SIGNED BY
R. M. HALL

G.K. Gooderham,
Acting Director,
Education Branch.

HALL/dg



Manitoba Indian Brotherhood

602 - 191 LOMBARD AVENUE - WINNIPEG, MAN.
R3B 0X1

942-0061

August 26, 1974

E. 3/18/8
E. 37

[Handwritten signature]



PRESIDENT
DR. AHAB SPENCE

SENIOR VICE-PRESIDENTS
LAWRENCE WHITEHEAD
RUFUS PRINCE

VICE-PRESIDENTS
STEVE ANDERSON
DONALD BAPTISTE
HENRY COURCHENE
TOM NEPITAYPO
JOE GUY WOOD
BENARD WILSON

Mr. L. P. McMahon
A/Co-ordinator of Counselling Services
621 Academy Road
Winnipeg, Manitoba

s.19(1)

Dear Mr. McMahon:

I have a formal format of I suppose (a letter) written to a Mrs. [REDACTED]. I am disappointed in the incompetence of yourself that in your position you do not even know our employee in Education Liaison Program. This indicates to me just how little trouble you as an Official of Indian Affairs take to even inform yourself, which may indicate also lack of interest and respect on your part to find out the importance of the Manitoba Indian Brotherhood which represents the 55 Chiefs of Manitoba that you are supposed to serve.

We just simply cannot accept an arbitrary decision with no explanation whatsoever other than lack of funds which is a bunch of bologna. This was done without consultation with our organization or with Indian people of Manitoba. We are beginning to question why funds, particularly in the field of Education, is lacking where we understand the Federal Government is constitutionally obligated to meet. This letter is directed to you and please inform your senior officials that the decision cannot be accepted nor tolerated.

Yours truly,

[Handwritten signature: Ahab Spence]
Ahab Spence
President

cc. G. T. Ross, Regional Director of Education
cc. R. Brown, Regional Director, Manitoba
cc. K. Gooderham, Education, Indian Affairs - Ottawa ✓

000057

Ottawa Ontario K1A 0H4.
August 30, 1974.

DEPARTMENTAL SECRETARIAT

P.A. 1/25-1

Docket SA 4341

It is suggested that the following be included in the reply to Mr. Ian Watson's letter of August 15th.

"I wish to acknowledge receipt of your letter of August 15 to which you attached a proposal submitted by Mr. C. Diabo for a grant for the purpose of paying the salary of a program director for the Native Students' Cultural Centre in Montreal.

This request is for core funding for the Montreal Centre as a Cultural Centre. I am sorry to inform you that the entire allotment for the Quebec Region for such centres has been given to Manitou Community College. Mr. Diabo may wish to apply directly to Manitou College for assistance but I have some doubt that such assistance will be forthcoming during the current fiscal year since I am told that the College has committed all their funds for projects already underway.

It should also be mentioned that the Montreal Centre is predominantly a Drop-In Centre and as such may not meet the criteria for assistance under the terms of reference for cultural centres. However, Mr. Diabo may wish to write to our Acting Assistant Regional Director (Education), Quebec, P.Q. regarding his proposal. His address is Mr. C. Paradis, A/Assistant Regional Director (Education), Department of Indian and Northern Affairs, 1141 route de l'Eglise (Ste-Foy), C.P. 8300, Quebec, P.Q.

Departmental
Secretariat

- 2 -

August 30, 1974.

Mr. Diabo might also contact the Department of the Secretary of State to determine whether funds could be made available from that Department for the Montreal Centre as a Drop-In Centre.

I am sorry that I could not have been of more help."



G.K. Gooderham,
Acting Director,
Education Branch.

JACOBSON/dg

OTTAWA, Ontario K1A 0H4
August 28, 1974.

Mr. Kogee Thomas,
Associate Director,
American Indian Culture
and Research Center,
3220 Campbell Hall,
University of California,
405 Hilgard Avenue,
Los Angeles, California. 90024

P.A. → 1/25-1 (E.35)

Dear Mr. Thomas:

I am writing in reply to your undated letter which was passed to this Branch by the Department of Regional Economic Expansion.

As I assume your request has also been directed to Canadian universities and colleges, I shall not attempt any detailed description of the various programs in Amerindian studies and in intercultural education currently being offered in Canadian institutions. I have, however, enclosed a partial listing of such courses as well as a list of Canadian Indian graduates of post-secondary institutions. I would suggest that if you should wish to contact any of these people you might do so through the college concerned, or failing that, through the Membership Division of the Community Affairs Branch of this Department.

I have also arranged to have your Center placed on the mailing list of two of our Departmental publications, "Indian News" and "Indian Education".

Yours sincerely,

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief,
Guidance and Professional Services,
Education Branch.

Jm
J.McARTHUR: jm

Mr. D. Stuart Conger,
Director,
Training Research & Development
Station,
Manpower and Immigration,
154-8th St. East,
P.O. Box 1565,
Prince Albert, Saskatchewan.

Ottawa Ontario K1A 0H4.
August 26, 1974.

PA 1/25-1

Dear Mr. Conger:

Thank you for the copy of the Instructor's Manual for "Creating a Career". I have looked at the content and methodology of the program and I feel this approach should prove very successful with your target clientele.

We also feel that the material would be most useful as a reference for our Counsellors in the Regions and I am taking steps to have copies distributed.

With every good wish for the success of this project.

Yours sincerely,

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief, Guidance & Professional
Services Division,
Education Branch.

gme



Indian and
Northern Affairs

Affaires indiennes
et du Nord

P. A. ⇒

1/25-1

PA

OTTAWA, Ontario K1A 0H4

July 29, 1974.

P. B. LESAUX

Your file Votre référence

Our file Notre référence

Proposed Contract for Education Facilities Planning -
Educator's Alliance - Palo Alto, California

In an effort to obtain more information about the effectiveness of Educator's Alliance in providing computerized planning services for the Bureau of Indian Affairs in the United States, Don Simpson phoned Mr. Ken Haines of the Bureau of Indian Affairs in Albuquerque. Mr. Haines handles school planning services for the B.I.A. and has direct experience with the personnel and services of Educator's Alliance. Unlike our program, however, the Bureau still maintains centralized planning of its capital school programs for the whole country.

Mr. Haines stated that Dr. Rigby of Educator's Alliance had conspicuous success in working directly with an Indian tribe in North Dakota on a school planning project. He stated that everyone was very pleased with Dr. Rigby's work. He apparently had the personal qualities to be accepted by the Indian people and the expertise to adapt their demands to the requirements of the Bureau of Indian Affairs' standards. Dr. Rigby was the first person in Educator's Alliance with whom we had contact, and Dr. Capson indicated that he would be the person who would work with us on a project if we decided to use their services. Mr. Haines stated that Dr. Rigby was also used as a consultant on a major project concerning school enrolment projects for the Navaho Reserve. He felt that this firm provided excellent initial planning services and that the system that was used was good. The system does need a person in the client's organization who knows how to use it properly but anyone with analytical ability can be trained in a short time to do so. He indicated that they had employed this firm in various ways, as consultants to train B.I.A.'s employees and by leasing their facilities and services.

In general, Mr. Haines was highly commendatory of the services and felt that the system used was adaptable to their needs and was the best of its type available. A copy of my letter to Educator's Alliance is attached.

19/8/74
Mr. Gooderham has put off
his meeting to Palo Alto
at least until the end
of Sept. Jim Wright

G.K. Gooderham,
Acting Director,
Education Branch.

OTTAWA, Ontario K1A 0H4
July 30, 1974.

Mr. Maurice Capson,
Educators Alliance,
Two Palo Alto Square,
Suite 234,
3000 Elcamino Real,
Palo Alto, California
U.S.A. 94304

Dear Maurice:

I was pleased that you were able to come to Toronto last week and meet with Mr. Simpson and me to discuss how Educators Alliance might assist the Education Branch in working out certain capital problems which we are now experiencing. In the light of the valuable information you gave to us, we have been reviewing our position.

I believe that the models you have developed relate closely to the type of problems we experience and I hope they can be used to assist us. The concern I have in this regard which we recognized during our conversations is whether in fact your particular systems which were designed to respond to much larger populations in relatively compact areas will meet the needs of our program which is composed of relatively small schools which are broadly dispersed. As promised, I am sending you herewith statistics relating to the individual schools attended by Indian students, in two parts:

- 1) Federal Schools - those administered directly by this Department.
- 2) Joint Schools - provincial schools attended by the Indian pupils on a tuition payment basis. (These schools are administered by school districts and they provide pupil spaces and tuition under contracts with the federal government).

In regard to #2 the statistics indicate the number of Indian pupils attending a school but do not indicate the total enrolment of the school concerned.

During our discussions we limited ourselves to the federal school component because it is only in that area where we have a direct control of the size and nature of the facilities concerned. In regard to joint schools, the Education Branch negotiates a capital agreement which indicates the federal contribution to the school that is to be built. Normally, under these circumstances we accept the size and nature of the facilities because they are usually prescribed by provincial regulations.

- 2 -

We do need however to take into account both components in our plans for planning and providing facilities. One of the difficulties which we face is that since adoption of the new education policy Indian bands are able to decide whether to send their children to provincial schools or provide a school facility on the reserve either under their own control or under federal control. The chief problem is that an agreement may have been negotiated for providing facilities for children in the province sometime in the past and a band decides it wishes to terminate the agreement and build facilities on the reserve for the same children. We are unable to accept a duplication of expenditures such as this and need to make provisions within the facility planning system that is developed to prevent its occurrence.

We can see the need for doing an analysis of a sample district to determine on the basis of population trends and education objectives of the Indian people the facilities required on reserves and in joint schools. This analysis would need to point out clearly the alternatives available for providing facilities without duplication of expenditures and comparative costs of various alternatives. Of particular concern to us is the present tendency to overinflate the enrolment projection and the facilities and staff requirements. There may be a few of the larger building projects that would lend themselves to your special computerized planning techniques. We would like to examine in some detail how your firm would be able to help us in these two areas when we visit you in late August.

I am also forwarding a copy of our Treasury Board Accommodation Standards as requested.

I shall be in touch with you later concerning more specific plans to visit your firm in Palo Alto the week of August 26, 1974.

Yours sincerely,

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G.K. Gooderham,
Acting Director,
Education Branch.

D.W. SIMPSON/1s



Indian and
Northern Affairs

Affaires indiennes
et du Nord

All Chiefs

EX 10/5

EX 14
EX 5588

OTTAWA, Ontario K1A 0H4
August 8, 1974.

Mr. G.K. Gooderham

Your file Votre référence

Our file Notre référence

~~14-2-2-1~~ (E.31)

1125-1
vol 60 P146

Visit to Fort Frances Summer School

I attach a copy of a report submitted by Mr. John McArthur as a result to his visit to the Fort Frances Summer School on July 22-25. It should be noted that the program offered there was for Indian students to be trained as:

1. Teacher Aides (Classroom Assistants)
2. Native Language Instructors
3. Syllabic Typists

You may wish to circulate this report to Division Chiefs.

J.V. Jacobson

J.V. Jacobson,
Chief,
Guidance and Professional Services,
Education Branch.

STUDENT HANDBOOK

For The

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

SUMMER SCHOOL

At

FORT FRANCES STUDENT RESIDENCE

July 8 - August 2, 1974 (4 weeks)



CLASSROOM ASSISTANTS

NATIVE LANGUAGE TEACHERS

SYLLABIC TYPISTS

TABLE OF CONTENTS

Staff:	page 2
Courses: Classroom Assistant's	page 4
Native Language	page 8
Syllabic Typing	page 10
Student Information	page 11

THE TEACHING STAFF

Director - Luke Schill

Classroom Assistant's Course:

Co-Ordinator - Bruce Millar

Education, Native Studies - John Guiboche
Teaching, Physical Education - John Delaney
Teaching, Music - Donna Hanning
Native Language Studies - Mariah Seymour

Native Language Teacher's Course:

Linguist - John Nichols
H.A.S.L. Specialist - Barbara Burnaby
Pedogogy - Mary Mitchell

Syllabic Typist's Course:

Marlene Barnett

About The Staff

Luke Schill, M. Ed., University of Manitoba - 18 years in Indian Education, presently Principal of Ft. Frances Student Residence.

Bruce Millar - 7 years in Indian Education, experience in special education, presently Principal of Sand Park Federal School, Ft. George, Quebec.

John Guiboche, B. Ed. - special studies in Indian Education, 20 years in Indian Schools, presently teaching in Portage La Prairie, Manitoba.

John Delaney, Graduate Lakeshore Teachers College - special studies in Physical Education, 6 years experience in Indian Education, presently directing Physical Education in Sand Park Federal School, Ft. George, Quebec.

Donna Manning, Graduate of Teachers College - with special courses in music, 4 years in Indian Education.

Mariah Seymour (Mrs. P.) Instructor in the Ojibwe Language - Confederation College, Kenora. Advisor to various native language programs.

John Nichols, M.A. in Linguistics, Harvard University - Specializing in Native American Language, especially Ojibwe. Presently directing Native American Languages program at the University of Wisconsin in Milwaukee.

Barbara Burnaby, M.A. in Linguistics - taught ESL in Japan, designed HACL course for Western Cree children, presently studying with O.I.S.E., University of Toronto.

Mary Mitchell, B.A. University of Toronto - Graduate London Teachers College, special studies in linguistics and second language teaching. Presently Classroom Consultant, Dept. of Indian Affairs and Northern Development.

Harlene Barnett (Mrs. F.D.) Typing Instructor - Centennial College, Toronto, designer of syllabic typing course.

Herb Burke Principal, Muncie

Mrs Burke Kindergarten Supervisor

CONTENTS OF COURSES

Classroom Assistant's Programme

Course Numbers indicate level (1st, 2nd or 3rd year).
Course letters indicate subject.

- Year One: Ed 1 - The Role of the Classroom Assistant, 15 hrs.
An examination of the duties of a C - A, ethics and methods and importance of school - community relationships.
- Ped 1 - The Teacher-Tutor Unit, 45 hrs.
Ped 1 (a) *Methods of teaching - a lecture course*
Ped 1 (b) *Materials - their production and use, a workshop course.*
Ped 1 (c) *Practice teaching - use of 1a and 1b in practical situations.*
- NS 1 - Art of the North American Indian - 15 hrs.
A study of the art forms of various culture areas of Native North America, both traditional and contemporary, with emphasis on practical application of the study to classroom use.
- NL 1 - Study of One's own Native Language-Structure and Syllabic Orthography - 15 hrs.
NOTE: At the discretion of the co-ordinator, second and third year students may be required to take this course before advancing to NL2 or NL3.
- Options: *The students may choose 2 out of the 3 options offered.*

Year Two: Ed 2 - The Pupil - What he is Like - 15 hrs.

A study of the characteristics of children at various ages, and ways of working with children that best fit these characteristics.

Ped 2 - The Teacher-Tuto Unit - 45 hrs.

Ped 2 (a)

Ped 2 (b) *Organized as in year one, advanced*

Ped 2 (c) *assignments.*

NS 2: Music of the North American Indian - 15 hrs.

Instruments, song and dance of the various culture areas of Native North America, both traditional and contemporary, with emphasis on practical application of the study to classroom use.

NL 2: Use of One's Own Native Language - a workshop course - 15 hrs. *Under the direction of the instructor, the*

planning and production of one or more pieces of curriculum material for use in the local school.

Continuous study of the language to improve the quality of the material being produced.

Options - *The Student may choose 2 out of the 3 options offered.*

Year Three: Ed 3:- The Curriculum in Bi-Cultural Education - 15 hrs.

(NOTE: *Since Ed2 is a pre-requisite, this course not to be offered in 1974. Third year students will be given credit for E2.*)

Ped 3:- The Teacher-Tutor Unit - 45 hrs.

Ped 3 (a)

Ped 3 (b) *Organized as in year one and two, advanced*

Ped 3 (c) *assignments.*

NS 3:- Contemporary Indian Society - 15 hrs.

A study of Native North Americans today.

NL 3:- Language Curriculum Materials-A Workshop Course
- 15 hrs.

Under the supervision of the instructor, the planning and production of a major piece of curriculum material. The student will apply the knowledge of his language gained in this course to his work.

Options - The student may choose 2 of the 3 options offered.

Options

Only three of the following options will be offered in any one year. Options will change from year to year. It is strongly recommended that the Upgrading Option be taken by those who have difficulty in reading course text books.

- Opt. A: Upgrading
- Opt. B: Physical Education
- Opt. C: Music
- Opt. D: Art
- Opt. E: Health and First Aid
- Opt. F: Syllabic Typing
- Opt. G: English Typing
- Opt. H: Dramatic Arts

In 1974, the following options will be offered:

- Opt. A
- Opt. B
- Opt. F

Native Language Teacher's Course

Year One: The Use of Syllabics - *Perfection of reading and writing techniques using the syllabic script.* 15 hrs.

Ojibwe Materials - *Inductive study of Ojibwe Grammar.* 15 hrs.

Teaching Materials - *Workshop session in the production of visual aids, reading materials for individual use.* 15 hrs.

Education - *see Ed 1 in Classroom Assistant's Program*

OR
NASL Methods - *Methods of second language teaching and organization of content. Ojibwe language used.* 15 hrs.

Native Literacy Methods - *Techniques for teaching phonics, reading, writing, spelling, etc.* 15 hrs.

Practicum - *Practice teaching of either NASL or Native Literacy - single lessons. (Note: All students will take the first 4 subjects. Students will choose either NASL or Native Literacy methods as their area of specialty.)*

Year Two: Ojibwe Literature - *Production of a piece of (written) Ojibwe literature for use in school reading programmes. Attention to development of orthographic style. Discussion of non-written literature. 15 hrs.*

Advanced Ojibwe Structure - *Inductive study of Ojibwe grammar. 15 hrs.*

Teaching Materials - *As in year one, except materials produced should now be for distribution through the whole area. 15 hrs.*

Education - *(see Ed 2 in Classroom Assistant Program.)*

→ NASL Methods - *advanced (for NASL teacher)*

or
↳ Native Literacy Methods - *advanced (for Literacy Teacher)*

Practicum - *units of lessons*

Syllabic Typist's Course

Development of skills in touch typing and proof reading. Attention to methods of setting up an attractive page, make master copies for reproduction, etc.

Arrangements will be made with the Language School to help those who have had no previous syllabic experience.

STUDENT INFORMATION

Admission to the Course:

Candidates must be 18 years of age by the first day of the course. A minimum of Grade 12 education is required, although consideration will be given to mature students who have less than the Grade 12.

No candidate, who has been admitted to the course shall send a substitute in his place.

Candidates should complete the application form fully. Failure to do so may delay his acceptance.

If the number of applicants exceeds the space, preference will be given to those who have positions as Classroom Assistants for September, 1974.

Standards for Certification:

In order to earn a certificate at the completion of the course, the student must:

1. Participate effectively in the activities of each course. The teaching staff will meet together from time to time to evaluate each student's work on a subjective basis.
2. Attend regularly. After 2 days of unexcused absence, a student will be asked to leave the course. Absence for good cause may be excused by the course co-ordinator. A total of 6 missed classes will be equal to one day's absence.

At the completion of the course, a narrative report on each student's progress will be sent to the student, with a copy to his district office. Successful students will receive a certificate, according to the year level of their work.

Appeals:

Students who wish to appeal, may do so in writing. Appeals will be reviewed by an appeal board consisting of:

- The Chief of the Student's Band
- Chairman of the School Committee
- A Representative of the Local Indian Organization
- The District Superintendent of Education
- A Representative from Regional Office
- Education Staff

House Rules:

A meeting of the student body will be called at the beginning of the course, to formulate house rules for the school. Such items as waterfront safety, dormitory quiet hours, etc. may be discussed. Bring your ideas along!

Drugs and liquor will not be allowed on the premises.

The formation of a student council may be considered, if the students wish it.

For More Information:

Each student will be sent more information about Ft. Frances and the school after his application has been accepted. If you still have questions, don't hesitate to write the director,

Mr. Luke Schill, Director,
I.A.B. Summer School
Fort Frances Student Residence,
P.O. Box 99,
Fort Frances, Ontario.

$$\begin{array}{r}
 807 \\
 614 \\
 \underline{1} \\
 20 \\
 12280 \\
 614 \\
 \hline
 11266 \\
 \hline
 38.
 \end{array}$$

Filing ① By Region
(Dual system) ② By Topic

Tuesday ✓
Wed ✓✓ + 2 nights
Thurs ✓✓

1. Are the Fort Frances courses of a TRANSITIONAL NATURE?
2. Future of Residence (Deficit Tr. Aide training institution, Adult Edn,)
3. Continuity of staff from year to year?
- 4.

Re - discussions

Band? - overhauled by ~~DEE~~

Hamilton - too much strain?

Pre-Tr.Tr.? — Tr Aide Tr. 1 yr.

or 4 Summer

Intert. student body.

Maturity

Stick by rules

NATIVE LANGUAGE TIMETABLE

WEEK ONE

	Mon.	Tues.	Wed.	Thurs.	Fri.
9	Structure	Structure	Structure	Structure	Structure
10	Lit	Lit	Lit	Lit	Lit
11	NASL	NASL	NASL	NASL	NASL
12	Groups		Education	Lit	Education
1		Structure	Groups	Structure	Groups
2	Materials	Materials	Materials	Materials	Materials
3	NASL	NASL	NASL		NASL
	Lit	Lit	Lit		Lit

WEEK TWO

9	Structure	Structure	Structure	Structure	Structure
10	Lit	Lit	Lit	Lit	Lit
	NASL	NASL	NASL	NASL	NASL
11					
1	Structure	Groups	Structure	Groups	Structure
2	Materials	Materials	Materials	Materials	Materials
3	NASL	NASL	NASL	NASL	NASL
	Lit	Lit	Lit	Lit	Lit

WEEK THREE

9					
10					
11					
1					
2					

W1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	NS-3 UPGRADING/ TYPING	NL-1 ED-2 ED-3	NS-1 NS-2 NL-3		
	PHYS. ED/ TYPING	NS-3 UPGRADING/ TYPING	PHYS. ED/ TYPING		
	ED-1 NL-2 SPARE-3		NS-3 UPGRADING/ TYPING	ED-1 NL-2 SPARE-3	
	L	U	N	C	H
	TEACHER TUTOR				NL-1 ED-2 ED-3
	TEACHER TUTOR				NS-3 UPGRADING / TYPING
	TEACHER TUTOR			NL-1 ED-2 ED-3	TEACHER TUTOR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	NS-3 UPGRADING/ TYPING	NS-1 NS-2 NL-3			→
	PHYS.ED/ TYPING	NS-3 UPGRADING/ TYPING	PHYS.ED/ TYPING		→
	ED-1 NL-2 SPARE-3	NL-1 ED-2 ED-3	ED-1 NL-2 SPARE-3		→
	L	U	N	C	H
	TEACHER TUTOR			→	NL-1
	TEACHER TUTOR			→	UPGRADING/ TYPING NS-3
	TEACHER TUTOR		→	NL-1 ED-2 ED-3	TEACHER TUTOR

W-2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	NS-3 UPGRADING/ TYPING	NS-1 NS-2 NL-3	4am J. Guiboché NS 1		→
	PHYS. ED/ TYPING	NS-3 UPGRADING/ TYPING	PHYS. ED./ TYPING		→
	NL-1 ED-2 ED-3		11am John Guiboché Ed 3	→	ED-1 NL-2 SPARE-3
	L	U	N	C	H
	TEACHER TUTOR		1pm John DELAWEY	→	NL-1 ED-2 ED-3
	TEACHER TUTOR			→	NS-3 UPGRADING/ TYPING
	TEACHER TUTOR			3pm John GUIBOCHE ED-1 NL-2 SPARE-3	TEACHER TUTOR

Pos-wor W-3
Tom Mediane
(Trans. cultural
Consultant PIARD.)

W-4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	NL-1 ED-2 ED-3	ED-1 NL-2 SPARE-3			→
	NS-3 UPGRADING/ TYPING →		PHYS. ED./ TYPING →		
	NS-1 NS-2 NL-3	NL-1 ED-2 ED-3	NS-1 NS-2 NL-3 →		
	L	U	N	C	H
	TEACHER TUTOR →		UPGRADING/ TYPING	TEACHER TUTOR	NL-1 ED-2 ED-3
	TEACHER TUTOR →			NS-3 UPGRADING/ TYPING →	
	TEACHER TUTOR →			NL-1 ED-2 ED-3	ED-1 NL-2 SPARE-3

THE ROLE OF THE TEACHER AIDE

1. As a teacher aide he or she must become familiar with the physical, social-emotional, intellectual, and cultural characteristics of the children.
2. He must accept each individual child's behaviour, language and stage of development because no two children are alike in their rate of growth and in their needs and interests.
3. A teacher aide must be aware of the need for building a strong sense of trust and understanding with each child, giving particular consideration to the withdrawn or overly aggressive child.
4. He must assist the teacher by helping the child learn the basic routines the teacher is trying to establish.
5. He must listen carefully to what the teacher tells the children so he will be able to assist them in carrying out her instructions.
6. He encourages and supports each child, and helps him to develop a feeling of self-worth and self-confidence, regardless of his extremes of behaviour.
7. To take a positive, he must not make comparisons, or ridicule or label a child because of his behaviour.
8. He acts as a translator with both children and parents.
9. He must develop a good home and school relation by interpreting the objective of the school to parents and relaying parental wishes and concerns to the school staff.
10. As a professional person he is obligated to keep all school matters strictly confidential. Conversations between parents and staff, the behaviour of pupils and the abilities of children.
11. He must utilize the children's native language as the medium of instruction where it is appropriate and profitable.

(18)

Tape Recorders : listening stations - If you have them - use them! - learn how to handle them and use them well with confidence - build this knowledge with your students - many are the situations where the listening station can be used.

movies - excellent - make sure they are used with intelligence before the showing and after - repeat movies - if it's worth seeing once it's worth seeing twice

Community Resources - there are many places in every community where field trips would prove valuable - there are many people in every community who could give refreshing information to your students - Take advantage of them.

e.g. Wayne & Samson (Wesley)
Police Terry (1st Aid)
Badminton Champ - etc

* Community Newspapers!
Discuss

- success (Minitikoh) - how organized - results
benefits - etc.

* School Newspapers.

* School Home } The works - discuss
School Create }

FANTASY : FEELING IN EDUCATION - JONES

"There are times for dispassion in schoolrooms; but teachers need no reminding of this. They do, however, need reminding that there are also times for passion in schoolrooms"

(JH) - motivation - very very very important
lessons well prepared (or) well thought out at least

More Books

36 CHILDREN - KODOL
THE LIVES OF CHILDREN - DENNISON
TO SIR WITH LOVE - BRAITHWAITE
BEYOND TRAPLINES - A.C.C.
RED ON WHITE - REDBIRD

CHILDREN OF THE DREAM - BETTELHEIM

(Communal rearing in the Israeli Kibbutz)

"My own impatience came from what appeared to me an unexamined and unwarranted assumption that child-rearing methods that are standard in our middle-class culture are therefore best in all cultures."

"Our current efforts often focus on too narrow an academic goal."

"Throughout their schooling we must provide the kind of experience that will keep them from looking at school as something alien to their existence."

"Their educational aspirations are much like our own, although they shun competition and desire for personal property."

"Because of findings on United States children raised in this way, they seem convinced it must have shortcomings anywhere."

"No dropouts in the Kibbutz; no youngsters who merely find life absurd - later life? Hardworking, responsible citizens, devoted to their communities and their nation."

MANY SIMILARITIES BETWEEN THIS ? RESIDENTIAL SYSTEM.

CRISIS IN THE CLASSROOM - SILBERMAN

"Education is not synonymous with schooling"

* "Education, to be education, must be purposeful"

"Education is a moral as well as intellectual and esthetic enterprise"

* "What educators must realize, moreover, is that how they teach and how they act may be more important than what they teach."

CONFIDENTIAL

August 6, 1974

Chief,
Guidance and Professional Services Division

Visit to Departmental Summer School at
Fort Frances, Ontario July 22-25

Since I was able to spend $3\frac{1}{2}$ working days and 3 evenings in Fort Frances I had ample opportunity to familiarize myself with most aspects of the program. I enjoyed a most cordial reception of the occasion of my initial courtesy call at District headquarters and had quite a lengthy conference with Mr. Dave Allen, District Supervisor, Mr. Glen Trefthin, D.S.E. and Mr. Juke Schill the morning of my last day in Fort Frances.

As you are aware three courses were being run simultaneously, Classroom Assistants, Native Language Teachers and Syllabic Typists. We have discussed the advantages inherent in having work done in common and simultaneously by students who will end up in various specialities, but who, however, will benefit from having some knowledge of one another's rôles in Indian education and community development. I note that the courses in Native Studies at Laurentian University also have this strong "core" feature.

I visited all classes except the upgrading option where, it was agreed, Indian Cultural content might be minimal. The staff's attitude was most welcoming. The highlight of the visit for me was the opportunity to lead a seminar with one of the Teacher-Tutor Unit groups.

...2

- 2 -

Many views were exchanged during the discussions particularly strong consensuses emerged in respect to the following areas of interest:

- i) Indian teachers should teach Indian children
- ii) The Hamilton Teachers' College program for training native teachers was considered a very good thing. (Two of the students were disappointed that they had not been accepted for this course).
- iii) Teacher Assistants must be able to achieve teacher certification if they so desire. (All members of this group wished to become qualified teachers)
- (iv) Teacher Assistants should be allowed to teach in their home communities. (This issue was raised by a young man from Fort George P.Q. who had not been permitted to work there for the last two years. Fortunately he will be in Fort George this fall.)
- v) At the present time parents should not be expected to work in the schools as unpaid volunteers.

The syllabic typing course is taught by Mrs. Marlene Barrett who designed it herself. This course had few students because of the late withdrawal of some applicants. Mrs. Barrett asked if a course for Inuit syllabic typing had been developed. I have advised Mr. Ralph Ritcey of the Northern Development Program about this interest and I understand he will be getting in touch with Mrs. Barrett. Mrs. Barrett is on the staff of Centennial Community College in Toronto.

As you are probably aware Fort Frances Residential School is now closed and the staff have accepted positions elsewhere.

...3

- 3 -

The local band on whose reserve, Couchiching, the school is built has been pressuring the Regional Office to keep the school open for the sake of the eighteen children who would be attending this fall. This has been judged to be not economically feasible. Since the Fort Frances summer school is an ongoing program the problem of continuity of staff - which has occurred before - will probably be worse next summer.

As mentioned previously I met with the District Supervisor, the Superintendent of Education and the Course Director on the morning of my last day. The future of the Fort Frances facility is a matter of concern both for the band and for District staff. There is speculation that it may become a multipurpose building; I pointed out that it is possible a Native Cultural-Education Centre might be one use.

However, it is its possible use as a teacher-teacher aide in-service training centre which is of greatest interest. Both the buildings and the immediate environment should encourage its further use for this purpose. I was very pleased to see that each afternoon Couchiching band children came voluntarily to the school to be taught by the trainees. The area also appears to enjoy a good level of employment - there is a paper mill - and very good race relations. However, as I mentioned previously, the Band Council and the Regional Office are presently discussing the future of the school.

Staff and students were enthusiastic about the evening activities which had been organized. On the Tuesday evening the Couchiching people organized a pow-wow in honour of the students. Famous Indian singers came from considerable distances.

...4

- 4 -

From the remarks next day and the general demeanor of the students ✓
I gathered that this had been a most rewarding occasion. On the Wednesday evening Mr. Tom Medicine, the District Cross-Cultural Officer, gave a talk on his work with the Royal Ontario Museum on the Indian burial mounds in the Rainy River area. He had a collection of fifty large photographs outlining the progress of the work.

One unavoidable impression one gathers during such visits is the high calibre of the Departmental staff who conduct these courses. It almost suggests that perhaps the Department should slow down the trend towards farming out such courses to post-secondary institutions- who seek to use Departmental staff to conduct them anyway.

John McArthur.

John McArthur,
Education Branch.



OTTAWA, Ontario K1A 0H4
August 8, 1974.

Mr. G.K. Gooderham

1/1-2-2-1 (E.31)

Visit to Fort Frances Summer School

I attach a copy of a report submitted by Mr. John McArthur as a result to his visit to the Fort Frances Summer School on July 22-25. It should be noted that the program offered there was for Indian students to be trained as:

1. Teacher Aides (Classroom Assistants)
2. Native Language Instructors
3. Syllabic Typists

You may wish to circulate this report to Division Chiefs.

J.V. JACOBSON: jm

J.V. Jacobson,
Chief,
Guidance and Professional Services,
Education Branch.

Jim, PA 31st July.
1. I have spoken to Bill McKinn
about Kent's request for a man.
Bill is prepared to name one of
his people to take direction from
a steering committee of Kent,
McKinn, and myself.

I shall suggest this to Kent.

2.) I believe a visit to Palo

Alto would be premature until
we fix responsibility in HQ.

Perhaps later

John D. B. Jr.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

P. A. ⇒ 1/28-1 PA

OTTAWA, Ontario K1A 0H4
July 19, 1974.

P.B. LESAUX

Your file Votre référence

Our file Notre référence

Education Facilities Planning

Experience to date indicates that one of the most crucial and uncontrollable areas in administration of the education program has been in planning school facilities. The greater involvement of the Indian people and the transfer of education programs to Indian Bands, as well as the desire of the Indian people to design their own education programs and facilities, has placed even greater pressures on resources. We have seen extreme demands made with insufficient planning to support the proposals submitted.

As you know, we have worked out guidelines for staffing and facilities which are a good first step in providing overall parameters within which the individual projects can be planned. It has been recognized however that these need to be refined and elaborated into actual working models understandable and acceptable to the Indian people and the Department. Until recently we have not succeeded in finding a source of expertise that could help us develop these models.

On July 16, 1974, I met with Dr. Maurice Capson, a representative of Educators' Alliance, a firm that has established an excellent reputation in working out similar problems in various school districts in the United States and has had direct experience with problems identical to ours in its work with the Bureau of Indian Affairs. In general terms, this firm, using computer techniques, analyses population trends, curriculum needs and staff requirements to produce the most economic space allocations and gives cost comparisons of various alternatives. Our discussions convinced me that this firm has developed several models applicable directly or with some modification to our operations that would result in a more efficient and economic use of our resources than is now being achieved. These exploratory discussions should be followed up by more detailed examination of our needs in relation to specific projects because we need to be sure that the models developed by this firm in the context of much larger school populations in more compact

...2

1987/4
K. Goodenham will
defer trip for at
least two months
JPC

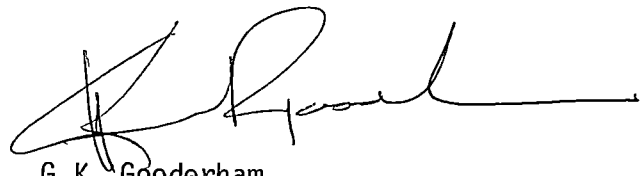
- 2 -

areas will be responsive to the smaller scale and more widely dispersed system we operate. The services to be purchased can be tailored to our needs and costs quoted were much more reasonable than we anticipated. I have therefore arranged to visit the home base of this firm in Palo Alto, California, where its computer programs are housed, in late August. At that meeting, it is proposed to simulate some of the situations we meet and have a demonstration of the capabilities of their models. If these demonstrations are conclusive, we would anticipate employing this firm for two basic purposes:

1. To train members of our staff to collect data on facilities and programs that can be fed into their computers for planning purposes.
2. To provide computerized facility and staff planning for a selected area where we have a current problem - such as, Blood Reserve, Saddle Lake or the Nass Valley.

On the basis of the results achieved in these two projects, we would be able to build planning models for use in other localities. As a particular benefit we would have a perpetual inventory of facilities that could be easily updated and readily accessible for long and short range planning. The implications for controlling expenditures are also very important.

In connection with the proposed August visit, I would like to include an officer who is knowledgeable in the computer field to ensure that we are not in any way duplicating services already available from government sources.



G.K. Gooderham,
Acting Director,
Education Branch.

Ottawa, Ontario
August 23, 1974

Mr. E. T. Parker,
Director,
Finance and Management

P. A. → 1/25-1 (E.33)

June 1974 Variance Report

In your memorandum of August 6, you asked for our comments on the new variance report format. Generally, we find the format satisfactory and informative. We have only a few suggestions which might improve it.

- a) It is difficult to relate the sheet "Education - Other Operating Expenses" to "Variance Report 1974-75".
- b) In some instances, conclusions are stated without substantiating remarks, e.g., "The ratio of guidance counsellors ... appears to be far too high in some areas". A few comparative figures would be helpful and would add authority to the statement.
- c) Is it possible to include any data on the number of band-employed staff engaged in Education activities?
- d) More detailed comments on Community Affairs (particularly Band Management) and Economic Development activities would be helpful.

ASIAL 5 GIC 17
G. KENT GOODERHAM

G. K. Gooderham,
Acting Director,
Education Branch.

ELLIOTT/vi



PA 71/25-1

PA

OTTAWA, Ontario KIA OH4
August 8, 1974

Mr. D.J. McClay,
c/o Mrs. Cowell,
308 Dyke Road,
Brighton, Sussex,
England.

Dear Mr. McClay:

Thank you for your letter of July 26, in which you expressed your interest in current developments in native education in Canada. Since -- your arrangements are still tentative at this stage, I have enclosed some material which should provide an overview of the Department's policies in the field of education.

With regard to visits to specific areas, I think that the most flexible arrangement is for you to contact senior educational staff in the Regions which you and your wife are planning to visit. I have -- enclosed a list of the names and addresses of these Regional officers who will be in the best position to discuss with you specific educational programs in their areas.

If you are planning to include Ottawa in your itinerary, my officers should welcome the opportunity to discuss with you, matters in our mutual field of interest.

Yours sincerely,



D.W. Simpson,
Associate Director,
Education Branch.

Encl. *gme*
MCARTHUR/cc

London, 26/7/74

Mr Donald Gypson,
The Chief,
Dept. of Northern Development
Ottawa.

Dear Sir,

I am organising a trip to the States and Canada in late Sept. and Oct. of this year and am writing to you at the suggestion of Mr Tim Gallacher, Dept. of Education, Darwin, Australia, seeking information and assistance.

I am the Headmaster of Milingimbi School, Northern Territory, Australia, a school which has a 75% enrolment of Australian Aborigines, ages 3 to 16. My wife and I are undertaking this trip to familiarise ourselves with educational and social developments amongst American Indians and Eskimos - developments that we hope will have some bearing on our work in Australia.

We would appreciate any suggestions from you as to specific educational projects we might observe, people we might contact, and specific schools and reservations we might visit. Our special interests are in the fields of bi-lingual and bi-cultural education and in vocational training programs. We are also interested in community development projects.

At this stage any visit is only tentative as my wife and I have a limited time at our disposal. We will be travelling by Greyhound bus, so any areas we visit will need to be close to Greyhound or connecting routes.

We will be most grateful for any help you can give us in this regard.

Yours faithfully,
J. McCloy

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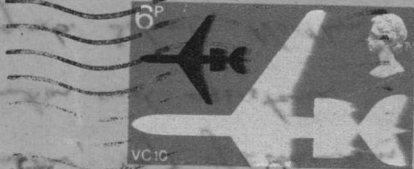
SENDER'S NAME AND ADDRESS (PLEASE SHOW YOUR POSTCODE)

D J McCloy
c/- Mrs Lovell
308 Dyke Rd
Brighton,
Sussex
England.

AN AIR LETTER SHOULD
NOT CONTAIN ANY ENCLOSURE;
IF IT DOES IT MAY BE SURCHARGED
OR SENT BY ORDINARY MAIL

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BY AIR MAIL
AIR LETTER
PAR AVION AEROGRAMME



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MAIL ROOM
T.A. & N.D.
DEPARTMENTAL

71043

Mr Don Simpson

THE CHIEF,

DEPARTMENT OF NORTHERN DEVELOPMENT,

OTTAWA,

ONTARIO,

CANADA.

000099



Cabinet Confidence
(Queens Privy)



Solicitor/ Client Information



Personal Information

Not pertaining to
Residential School



The Honorable the Treasury Board
L'honorable Conseil du Trésor

Indian and
Northern Affairs

Department - Ministère

P.A. ⇒ 1/25-1
"ACR. #4"

1/25-1

File - Dossier

Mrs. B. Cunningham 6-5513

T.B. Number - C.T. No

AUG 20 1974

Date

SUBJECT: AUTHORITY TO ENTER INTO A SERVICE CONTRACT

PROPOSAL: To enter into contracts with Camosun College for:

- | | |
|---|--------------------|
| A. Counselling Services for the benefit of Indian people within the School District 61 (Greater Victoria), 62 (Sooke), and 63 (Saanich) who apply for enrolment in secondary and post-secondary courses | <u>\$46,332.00</u> |
| B. Two (2) Small Business Management Courses for persons of Indian Status | <u>\$26,400.00</u> |
| C. Purchase of a Basic Academic Education Course for up to forty (40) students | <u>\$60,400.00</u> |
| D. Purchase of a Social and Cultural Enrichment Course for up to forty (40) students | <u>\$30,400.00</u> |

COST: \$163,532.00

CHARGEABLE TO: Vote 5, Indian and Eskimo Affairs Program, operating expenditures (Education)

- REMARKS:
- A. Counselling Services
 - 1) Based on our very successful experience with last years program described in Attached T. B. Minute 721682 we would like to repeat the program this year.
 - 2) The College shall organize and direct counselling services, provide office staff, office space, secretarial help, and such support facilities as required to meet the needs of the students from August 1, 1974 to July 30, 1975.
 - B. Small Business Management Course
 - 1) The Department is anxious to encourage more economic development activity on reserves.

.../2

-2-

- 2) The Department is also encouraging local Indian bands to assume more direct responsibility for program administration.
- 3) The Department recognizes that there is an urgent requirement for training substantial numbers of Indian people in the basics of management so they can successfully become involved in both (1) and (2) above.
- 4) It is agreed that steps will be taken immediately to work with Canada Manpower to develop Canada Manpower referrals into the course and any training or allowances costs borne by Canada Manpower through such referrals will result in a reduction of the cost to the Department of Indian Affairs.
- 5) Camosun College have developed a Small Business Management program designed specifically for Indian people. The candidates will for the most part be drawn from the graduates of last year's basic program.
- 6) The cost per student is comparable to the basic program for native Indians and includes the same services.

C. Basic Academic Education Course

- 1) The Camosun College have developed training programs that meet the individualized needs of the adult Indian people in basic academic education and special Indian programs and the Department realizes the need for continuing these courses.
- 2) The College agrees to provide this training for up to forty (40) students during the College academic year August 1, 1974 to March 31, 1975.

D. Social and Cultural Enrichment Course

- 1) The College agrees to provide social, cultural, and counselling enrichment courses as described in the College calendar for Indian students to help each student in personal development according to individual need.
- 2) The College agrees to provide enrichment training, including evaluation orientation, basic life skills, cultural studies and related activities for up to forty (40) students.

It is to be noted that a provision in the three course contracts calls for similar courses to be offered after March 31, 1975 by the Camosun College on a regular fee structure basis. The Department will not be responsible for contracts for these services after March 31, 1975. Indian trainees will pay the same fees as other students.

Ottawa Ontario K1A 0H4.
August 21, 1974.

Mrs. Susan Annis,
Personnel Administrator,
Indian and Eskimo Affairs Program

P.A. → 1/25-1 (E.31)

Data Stream Guide

In your memorandum of July 23, you asked for comments regarding the Education Vocabulary used in the Data Stream Guide. I hope that I am not too late in making some suggestions.

You may be aware that this Division had an input into the most recent revision of the Data Stream Guide. However there is one area in which we are not fully in agreement with the wording. This relates specifically to the "fields" listed for Education services. In my opinion these "fields" are not broad enough and that some of the specialties are important enough to be considered as "fields" of Education Services. I would like to suggest therefore that the following new "fields" be added.

1. Counselling and Guidance
2. Adult and Vocational Education
3. Curriculum Development

Currently these suggested "fields" appear to be specialties under the heading of Education Specialty Services but many Universities now offer specific degree specialization in these important areas. In particular Specialists in Adult and Vocational Education normally have a totally different University Program from those receiving training in vocational education and teaching. In fact in some cases no teacher training is involved and the program does not fall under the Faculty of Education.

/2

Mrs. Susan Annis

- 2 -

August 21, 1974.

With the above suggestions for changing of the "fields" of Education Services there may need to be some minor changes in the listing of specialties relating to orientation and technique.

Please do not hesitate to call on me if I can be of any further assistance.

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief, Guidance & Professional
Services Division.

JACOBSON/dg

Ottawa Ontario K1A 0H4.
August 21, 1974.

Mrs. Nicole Levesque,
32B, St. Joseph Ouest,
Chicoutimi, P.Q.

P. A. → 1/25-1 (E.31)

Dear Mrs. Levesque:

In your letter of July 22nd you asked for the address regarding the Ontario Teachers Plan. I am not sure which plan you are referring to but if it has anything to do with the Ontario Department of Education I suggest you write to Department of Education, Province of Ontario, Queen's Park, Toronto, Ontario. In writing to them you should be more specific so that you can obtain information you need.

Yours sincerely,

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief, Guidance & Professional
Services Division,
Education Branch.

JACOBSON/dg

UNDERWATER CONSULTING ENGINEER REG'D.

INSPECTION & MARINE CONSTRUCTION

32B, St-Joseph Ouest

CHICOUTIMI, P.Q.

Tél.: (418)549-7493

Chicoutimi, july 22/ 1974

Department of Indian affairs

Ottawa

Dear Sir,

Would you kindly send me the address regarding the Ontario Teacher's plan.

I* thank you very much

Yours truly,

Mrs Nicole Levesque

Nicole Levesque

PA

OTTAWA, Ontario K1A 0H4
August 9, 1974

Mrs. E. Ellis

1/35-1

Re: Outline for High School Booklet

You requested comments on the outline for the proposed brochure on Indian High School Education provided by Mrs. M. Hubbert. I have the following comments.

I question the proposed breakdown in the reserve based and off-reserve high school programs from the standpoint that we have very few true high school programs on reserves. Those that we had are confined to the junior high school grades with the exception of one or two such as on the Blood Reserve. However, some senior high school grades are taught, the program is very limited and is certainly not a full high school program. The setting on-reserve and off-reserve programs in apposition as proposed would likely result in setting up unfair and unjustified comparison between the two. It also might call undue attention to integrated versus segregated education which at this time I think might not be wise. I would prefer to see the distinction between these two types of programs drawn less sharply in the structure of the booklet. This might be done in various ways; such as by dealing with junior high school programs and senior high school programs or by various types of courses that are given. I believe what I am saying is that I fear the proposed organization of the booklet might be a divisive force.

D. W. Simpson,
Associate Director,
Education Branch.

DWS:sm

MAIL TO ~~ES~~

ES 3

ES 3

7.12.73

JUL 24

1874 Scarth Street,
REGINA, July 24, 1974 S4P 2G7

DISTRICT SUPERVISORS,
SASKATCHEWAN REGION.

Your file Votre référence

ATTENTION: District Superintendents
of Education.

Our file Notre référence 601/25-13-2 (E)

4/25-31

vol 60 P146

Re: Guidelines for Group Homes

I am forwarding you some detailed guidelines on group homes which have been prepared by Mr. R. Martin, Regional Coordinator of Student Residences. I think you will find these useful in determining the future needs in your districts for such facilities. These guidelines should also provide you with some basis on which to select children for foster or group home care, as well as how social services personnel should become involved.

I trust that these materials will be a useful reference for you and for others involved in child placement services.

Original Signed by
J. B. FREEMAN

J.B. Freeman,
A/Assistant Regional Director
(Education),
Saskatchewan Region.

Enclosure

SILENT: Mc. C. Wasacase,
Student Res. Services Div.,
OTTAWA.

Mr. N. Wasyliw, Saskatchewan Region.

Mr. H. Lammer, Saskatchewan Region.

Mr. J.B. Freeman, Saskatchewan Region.

DISTRICT SUPERVISORS,
SASKATCHEWAN REGION.

ATTENTION: District Superintendents
of Education.

1874 Scarth Street,
REGINA, July 18, 1974 S4P 2G7

Your file: Votre référence

Our file: Notre référence

601/25-13-2 (E7)

RE: Guidelines for Group Homes

- (a) Concept: Group homes have become prevalent in meeting the needs of certain children who cannot fit into a traditional foster home or an institutional setting. Five major innovations with regard to group homes have been identified and they are as follows:
- (1) Group Foster Family Home: Four to eight children are placed in a private home with a married couple who agree to care for children with special needs. The husband usually goes out to work, and the wife performs the normal mother care functions. The foster parents determine, to a large degree, which children they are able to cope with.
 - (2) Specialized or Professional Foster Homes: One or two handicapped children who are placed in a private home, with foster parents who have special skills or professional training to cope with this kind of child.
 - (3) Agency Owned Foster Homes: Four to ten children are placed in a house or an apartment owned and operated by a Social Welfare Agency. A married couple live in and work as if the house were their own; with free rent and board plus a salary. Usually supplementary cleaning help and vacation relief personnel are budgeted for. The foster father may go out to work, but is available in the evenings and at the weekend. The basic difference between the agency owned and operated foster home and the family foster home is: "The agency determines what the basic mode of living will be and the foster parents are expected to fit into the mode of living already established by the Foster family."

District Superintendents of - 2 -
Education,
Saskatchewan Region.

July 18, 1974

- (4) Agency Operated Group Homes: Four to ten adolescents or children in many cases with special needs, are placed in a house or apartment owned or rented by a Social Welfare Agency. Child care staff are employed and viewed as houseparents or counsellors, rather than foster parents. The agency has administrative, supervisory and service responsibility for the group home. In contrast to the institution, the group home offers the adolescent or child greater individual attention from an adult figure, rather than a parent figure, closer relationship with a smaller group of adolescents or children, protection from emotional pressures involved in living in large institutional groups and more opportunity for sharing community life.
- (5) Group Residences: It is a term used in several parts of the country to identify the small institution serving about 13-25 children or young people. In contrast to the group home, it has two or more groups of children each with their own child care staff. The group residences usually differ from nearby homes by its large size and different architecture.

It maybe appropriate to quote from the Child Welfare League of America and the Metro Toronto Childrens Aid Society with regard to group homes. The Child Welfare League in its standards states: "Small living units of the cottage type are now generally thought to be preferable to the large congregate institutions. It has been found that many of the values in group living can be made available to children in small decentralized units in the community. The agency owned and operated group home is emerging as a new form of group care and treatment for children, particularly the adolescent group and as a transition between institutional care and return to family life. It offers the possibility of individualization, planning and coordination, as well as greater opportunity for children to take part in community life." Metro Toronto Childrens Aid Society described group homes as follows: "A group home denotes a situation whereby a married couple, usually with their own children, care for six to eight children in their home in the community. The group home father maintains employment outside the home and an attempt is made at family type living."

- (b) Goals: Our objective in placing children in group homes could be seen as twofold:
- (1) We want to maintain children in care who cannot use a foster home setting and do not require an institutional one.
 - (2) We want to help children develop a social relationship with adults and peers which they can do through good daily living experiences, good routines and controls, healthy school support and careful vocational training.

District Superintendents of
Education,
Saskatchewan Region.

- 3 -

July 18, 1974

(c) Staffing: The success or failure of a group home can in large measure be determined by the person or persons employed to operate it. They may not necessarily be trained in the field of child care, but they should be warm, empathic individuals who have a natural talent with children. They may have to cope with anti-social behaviour at times, and this requires understanding and the ability to set limits and controls without being too inflexible and authoritarian. Patience and a sense of humour are also invaluable qualities to look for in group home parents.

(d) Roles of the Group Home Parents or Workers: Their role is to establish a healthy, meaningful, sound relationship with the child. Many children are removed from their parents and homes due to a breakdown in the family with regard to a meaningful relationship with parents, and the inability of the parents to give guidance and direction. The child removed from his home often does not have adequate experiences in parent-child relationships which are indispensable to his development. The group home mother maintains the house, and does the work that every mother does. She purchases food, prepares meals, cares for and purchases clothing, and is responsible for the care and cleaning of the house. The group home father works during the day and participates in the evening and weekends.

The group home parents or workers give control, standards and protection. They provide a living situation in which the daily living is, in itself, a powerful therapeutic force. They assist the child in coping with how to use his leisure time, encourage him in activities and hobbies, and actively encourage and take interest in his school work.

(e) Housing Standards and Requirements: Attached is the Provincial Standards and Regulations for Group Homes -- Province of Saskatchewan.

(f) Daily Living: The "atmosphere" of the home is very important. Ernest Hirsbach in his booklet on group homes writes: "Constructive daily living includes regular well balanced and plentiful meals served as pleasantly as possible. It includes a carefully planned schedule of participation in household duties, homework, recreation and opportunity for being alone, and sufficient time for the preparation for the next day, personal cleanliness and rest."

- (g) Age and Sex Composition: Herewith an extract from Metro Toronto Booklet on this topic: "We have group homes for younger children; boys and girls, up to 12 years. We have group homes for a range of children, mixed-up to 18 years. We have group homes for teenage boys and others for teenage girls. In short we have tried most age and sex combinations, save that of teenage boys and girls mixed. We have found some age and sex compositions to work better than others, but assessing the situation is difficult to isolate the factors contributing to success or failure. For example, in some homes, a group of six teenage girls appear overwhelming to manage. They can become highly volatile emotionally; and can set the others off, and competition can be rampant. In other homes, however, some worthwhile relationships can form, peers can exercise good control and the girls can enjoy the group. In some homes younger boys, six to ten years, and older teenage girls have worked well. The teenagers have their own interests and often get closer to group home parents (there being less competition). This depends again on the individual relationships that form and the abilities and preferences of the particular group home parents. Ultimately, the success of any age-sex composition depends upon individual abilities, individual preferences, individual relationships of all those living in the household. In short, anything could work provided one knows the ingredients well."

(h) Children Served and Not Served:

- (1) Child unable to remain in his own home, and is unable to cope with substitute parents in the normal foster home.
- (2) Child who would not benefit from institutional care.
- (3) Child who requires a short-term placement.
- (4) Child who needs a period of adjustment after being in an institution before being returned to his own home.
- (5) Child who requires socialization, needs to learn and live and share with others, and who needs and can use a group home experience.

Child Not Served:

- (1) A child without ability to set his own controls, and who maybe a danger to himself and others.
- (2) A child with extreme deviant behaviour.

District Superintendents of - 5 -
Education,
Saskatchewan Region.

July 18, 1974

- (3) A child who is severely handicapped.
- (4) A child who is retarded.
- (5) A child who persistently runs away.
- (6) A child who cannot get along with his peers, and cannot share the group home parents.
- (i) Placement: The placing of a child in a group home should be a cooperative effort between the Band representative, Education and Community Affairs in the best interest of the child. Safeguards should be developed to ensure that the group home is not just being used as a place to "board" children. The group home parents or workers should be involved in ascertaining if they feel the child would fit into the group home program.
- (j) Duration: After the child is placed in the group home there should be a caseworker to work with the family if the child has been admitted for welfare reasons, and be a means of communication between the family, the child and the group home. Group homes should not be seen as permanent placement; however, with adolescents from unstable homes and with a history of poor family adjustment, they may serve as long-term placement.
- (k) Admissions Criteria: Usually admissions to group homes would be controlled by a Social Welfare Agency with the appropriate professionally trained personnel to make recommendations for admission; first of all ascertaining what would be the best placement for the child considering the various care functions available; however, the major criteria for admission would be the reasons that the child had to be removed from his parents and home. The following suggested criteria is given as a guideline:
 - (1) Educational Reasons:
 - (a) No day school facilities available for the child.
 - (b) Parents are migratory (traditional trapping, hunting, etc.).
 - (2) Welfare Reasons:
 - (a) Meet the requirements as laid down in the Saskatchewan Family Act.
 - (3) Other:
 - (a) Medical

It would be desirable for the parties arranging the admission - Band representative, social worker, child caseworker, or educational counsellor to make a written report on each admission adhering to the aforementioned criteria.

- (1) Adjunctive Professional Services: The following support services have a close involvement with the group home:
- (1) Medical Services: Each child before being admitted to the group home should be given a medical examination, and the pertinent medical documents should be given to the foster mother for each child - i.e. - vaccinations, etc. The dietitian from National Health and Welfare should make periodic visits to ensure that the children are being fed adequate and nutritionally well prepared meals. The public health nurse should make frequent visits to discuss with the foster mother various health problems that may arise with regard to the children in her care.
 - (2) Welfare Services: Each child in the group home should have a caseworker assigned to him or her so that communication between the child, his parents and the group home are maintained; also to assist in helping the family situation if the child has been admitted for welfare reasons.
 - (3) Educational Services: An educational counsellor should be assigned to the group home to be a resource person for the foster parents, and the school the children attend; also to assist the children in their school program.
 - (4) Administrative Services: The foster parents should be kept informed with regard to expenditures and ways and means that they could assist in helping to keep costs reasonable. The administrative officer for the District should discuss budget matters with the foster parents at least twice a year.
- (m) Relationship of the Group Home: It would be desirable for the group home to be seen as an integrable part of the community and not as an "island" in the community. However, at times this is not easy to achieve due to the fact that some people view group homes and the children they care for as different.

Original Signed by
B. MARTIN

R. Martin,
Regional Coordinator of
Student Residences,
Saskatchewan Region.

Attachment

Silent Copies:-Mr. C. Wasacase, Chief,

✓ Student Residence Services Div.,
OTTAWA.

-Mr. N. Wasyliw, A/Regional Supt. of Elem. & Sec. Ed.,
Saskatchewan Region.

-Mr. J.B. Freeman, A/Assistant Regional Director (M.),
Saskatchewan Region.

-Mr. E. Lammner, Reg. Suprv. of Social Services,
Saskatchewan Region.

GROUP HOME REGULATIONS

1. These regulations may be cited as "The Group Home Regulations."

Interpretation

2. In these regulations:

- (a) "group home services" - means services providing non-parental care, supervision or treatment to a child placed in a group home at the request of the parent or guardian of that child;
- (b) "responsible party" - means the parent or guardian responsible for a child's admission to a group home.

Licensing

- 3. (1) No person shall provide group home services or operate or hold himself out as operating a group home unless he is the holder of a licence under these regulations.
- (2) Any person desiring to obtain a licence to operate a group home shall apply to the Department.
- (3) An application for a licence shall be in such form as the Department from time to time deems advisable and shall be accompanied by:
 - (a) a letter of approval from the local or regional medical health officer advising that environmental sanitation and lighting in the group home complies with standards set by The Public Health Act;
 - (b) a letter of approval from the local fire chief or such other official designated as the local representative of the Provincial Fire Commissioner advising that the structure, equipment and maintenance of the group home are satisfactory;
 - (c) a letter of approval from the local zoning authority advising that the operation of a group home at the stated location comes within the purview of local zoning bylaws;
 - (d) a proposed operating budget;
 - (e) evidence of need for group home services; and
 - (f) an outline of the program proposed at the group home.
- (4) Upon receipt of an application the Department shall issue a licence provided the applicant meets the requirements for group homes established by sections 4 and 5 of these regulations.
- (5) A licence issued under subsection (4) shall be in a form prescribed by the Department.
- (6) Compliance with the requirements of sections 4 and 5 of these regulations is deemed to be a condition to which every licence is subject.

(7) Where it appears to the Minister that a licensee is in breach of a condition of his licence, the Minister may revoke the licence.

(8) A licence issued pursuant to these regulations is not transferable.

(9) A licence issued pursuant to these regulations immediately terminates upon any change in the location, management, ownership, or program of a group home unless the prior written approval of the Department has been obtained for the change.

Standards for Group Homes

4. (1) A group home may only provide group home services for a maximum of ten children.
- (2) A group home shall meet the following physical requirements and facilities:
 - (a) rooms, furnishings and equipment shall be safe and suitable for use by children;
 - (b) sanitation and lighting in all group homes shall meet the requirements established by regulations under The Public Health Act;
 - (c) not more than four children shall be accommodated in any one bedroom;
 - (d) usable floor area in bedrooms shall consist of a minimum of seventy (70) square feet, except that where more than one child occupies a room, the usable floor area shall not be less than forty-five (45) square feet per child;
 - (e) a child's bedroom shall not be more than four feet below the level of the ground surrounding the building constituting the group home;
 - (f) no child's bedroom shall be less than 6'6" in length or width, no ceiling shall be less than 7'6" in height over at least 50 per cent of the required floor area, and any part of the room having a clear height of less than 4'6" shall not be considered as completing the required floor area;
 - (g) a child's bedroom shall have adequate facilities for storing clothing;
 - (h) a child's bedroom shall not be more than one floor above the main or ground floor level;
 - (i) all children's bedrooms shall have at least one window, the minimum size being not less than 10 per cent of the floor area, to the outside of the building, so constructed that it can be opened, and one door opening on a hallway or passageway;
 - (j) it shall have a lockable medicine cabinet;

- (k) it shall have adequate facilities for study purposes;
 - (l) it shall have a living-room or a recreation room having a floor area of at least twenty (20) square feet per occupant;
 - (m) it shall have adequate and safe lighting, electrical, heating and ventilation systems which shall meet all provincial heating and electrical codes and regulations;
 - (n) it shall have adequate facilities for the storage, preparation and serving of food;
 - (o) plumbing installations shall be in accordance with provincial regulations;
 - (p) it shall have at least one flush toilet for each eight occupants and at least one bath or shower for each twelve occupants;
 - (q) it shall have reasonable access to outdoor play areas.
- (3) A group home shall comply with the following health requirements:
- (a) no child suffering from a communicable disease shall be admitted to the group home without notice being given to the medical health officer and unless isolation facilities are available in that group home;
 - (b) the responsible party and the medical health officer are to be informed as soon as reasonably possible, but in any event, within twenty-four hours, when any communicable diseases develop;
 - (c) treatment of a child's injuries shall be limited to simple first aid. In cases of serious injury or illness a physician shall be called and the responsible party informed of the injury or illness.
- (4) A group home shall comply with the following equipment and furnishing requirements:
- (a) furniture to be used for children must be of a size so that it can be easily and safely used by them;
 - (b) there shall be sufficient medical supplies to provide for simple first-aid treatment to children;
 - (c) each child shall be provided with a towel, facecloth, comb and other washing and grooming materials which shall be identified and stored individually;
 - (d) there shall be sufficient play equipment and materials to provide for indoor and outdoor activities of the children.

Programming

5. (1) Every group home shall establish a program to provide for the emotional, intellectual and personal needs of a child and such programs shall include:

- (a) guidance in cleanliness, appearance, grooming and all personal care and habits;
 - (b) supervision of diet, minor illnesses and preventive health measures;
 - (c) supervision of daily living activities including leisure, school and work;
 - (d) assistance with special communication needs such as language, speech, comprehension and deafness;
 - (e) counselling, supervision and direction on special behaviour needs such as truancy, delinquency and drugs;
 - (f) counselling with respect to emotional needs and problems of the child.
- (2) In establishing and operating the program required by subsection (1) a group home shall:
- (a) consult and co-operate with the Department and the responsible party;
 - (b) consult teachers, clergymen and other persons in the community who may be involved in aspects of programming for each child for the purpose of obtaining assistance, guidance and participation;
 - (c) provide adequate staff to meet the program requirements;
 - (d) provide for the review and evaluation of the program for each child.

Records

6. (1) Every licensee shall keep proper records and books of account showing the financial operations of the group home;
- (2) Every licensee shall keep records of each child admitted to a group home which shall include:
- (a) the child's full name and address;
 - (b) the child's birthdate;
 - (c) the full name of parents, guardians or custodians;
 - (d) the home and business address and phone number of parents, guardians and custodians;
 - (e) the name, address and phone number of the child's physician;
 - (f) the dates of admittance and discharge of the child from the group home;
 - (g) notations of any illness, allergy or injury of the child and of any medical or dental treatment administered by a physician or dentist;

- (h) medical consents;
- (i) any releases and authorization forms.
- (3) Every licensee shall retain a copy of the agreement completed between the responsible party and the group home respecting the admission of each child to the group home.
- (4) All records kept by a licensee shall be confidential subject to the right of the Minister or any person authorized in writing by the Minister to at all reasonable times demand the production of and inspection of all such records.

General

- 7. (1) Every licensee shall submit to the Department a report of any fire or health inspection of a group home.
- (2) Every licensee must carry liability insurance in the amount of \$250,000.00 covering bodily injury to children living in a group home.
- (3) Every group home shall be open at all reasonable times for inspection and examination by:
 - (a) the Minister or by a person authorized in writing by the Minister;
 - (b) by Public Health officials; or
 - (c) by representatives of the Provincial Fire Commissioner.
- (4) A licensee desiring to have a child removed from a group home shall provide the responsible party with notice in writing at least 14 clear days before the effective date of such removal.
- (5) The Department may remove a child from a group home:
 - (a) by providing the licensee with notice in writing at least 14 clear days before the effective date for such removal, or in lieu thereof payment of compensation equivalent to the agreed rate for a two-week period of accommodation for the child to be removed; or
 - (b) without notice where the licence of the group home has been revoked.
- (6) A licensee of a group home desiring to discontinue operation shall provide the Minister with notice in writing three months prior to the effective date of discontinuing operation.
- (7) The Department may cease utilizing the services of a group home by providing the licensee with notice in writing three months prior to the effective date for ceasing to place children in that group home.
- (8) Every licence issued pursuant to these regulations shall be predominantly displayed in the group home.
- (9) The Minister may, where he deems it would be in the public interest, exempt any group home from compliance with any or all of these regulations.

AGREEMENT ON THE TRANSFER OF EDUCATION PROGRAMS TO BAND COUNCIL CONTROL¹

*Base W.
1/25-1 vol 60
P146*

The Band Council of the _____ Band hereby agree to manage the following education programs, or parts of these programs as specified.²

Elementary-Secondary Education Program

Continuing Education Program

Employment and Relocation Services

Counselling Services

Maintenance of Pupils

Transportation of Pupils

A) Daily

B) Seasonal

Cultural Development

Education Studies and Research

In connection with this agreement the Band Council and the Department respectively will agree to and undertake the following specific responsibilities and conditions:

The Band Council will:

1. Decide what method of management will be used to meet the Band's needs.

Alternatives are:

- A) The Band Council
 - B) Local Education Authority responsible to Band Council
 - C) Indian Corporation
 - D) A combination of above
 - E) Others proposed by Band Councils
2. Negotiate with the Department on matters pertaining to construction of new schools and/or facilities or additions to present facilities.
 3. Be responsible for all administrative work in connection with the program.
 4. Be responsible for hiring, supervising and paying staff to carry out the program.

...2

¹ Prior to this agreement the Band Council will submit a Band Council Resolution to the Department requesting that the Department transfer program responsibility and outlining the type of program to be administered, the staff and funds required.

² Only these programs selected by the Band will be named in the formal agreement.

- 2 -

5. Be responsible for ensuring that the school program has curriculum standards and teaching staff qualifications such that students are able to move to programs administered by other agencies and in so doing be able to compete on an equal basis with other students in those programs.
6. Be responsible for ensuring that continuing education programs are provincially or otherwise accredited where necessary.
7. Adhere to the general guidelines and regulations as set out in _____.
8. In the case of the Elementary-Secondary Program, provide daily and/or seasonal transportation for pupils.
9. Ensure that schools and facilities are maintained and kept in good repair.
10. Ensure that an independent appeal body is available for students and education staff should they have any grievances.
11. Ensure that education staff take the training they need.
12. In the case of the elementary-secondary program, arrange for regular supervision of school programs by a school superintendent.
13. Negotiate with the provincial and/or municipal school authorities on tuition and joint-school agreements if they wish to do and ensure that the terms of these agreements are carried out.
14. Ensure that the Band is aware of their representation rights on local, provincial school boards where legislation allows.
15. Meet regularly with the Band representatives on provincial school boards to ensure that policies being carried out reflect the needs of the Indian children.
16. Ensure that management meet regularly with the superintendent and school principal to discuss the school program as it affects children on the reserve and to give advice on future policies.
17. Ensure that counselling and special tuition is provided for students as and where required.
18. Establish criteria for students attending school away from home.

- 3 -


19. Ensure that the services of other agencies are explored and used before authorising any payments under the continuing education program.
20. Provide assistance for accommodation and maintenance costs when students must leave home to attend school.
21. Be responsible for the development of cultural programs related to the community education program. This may include instruction in native languages and literature, native music and fine arts and traditional arts and crafts and other aspects of native culture.
22. Be responsible for arranging for educational studies and research.
23. Provide program data and statistics as required by the Department.
24. Arrange for a qualified audit of all expenditures in relation to the education program(s) administered.

The Department will:

1. Transfer \$ to the Band Council to cover the approved cost of the program as budgeted by the Band.
2. Arrange for or provide professional and technical advice if and as requested by the Band.
3. Assist the Band in training of their staff if and as requested.
4. Assist in establishing an appeal system on behalf of students and staff, if and as requested.
5. Assist in providing information requested by the Band.
6. Participate in program evaluation if requested by the Band.
7. Participate in the audit of expenditure arranged by the Band.

Other Conditions

1. If the Band runs into financial or program difficulty, the transfer of funds may be discontinued until the Band and the Department have resolved the difficulty.
2. This Agreement will continue unless terminated by agreement with 90 days' written notice by either the Band Council or the Department of Indian Affairs and Northern Development.

 **ACTION REQUEST - FICHE DE SERVICE**
GOVERNMENT OF CANADA
FILE NO. - DOSSIER N°

TO - À _____ DATE _____

FROM - DE _____

☐ PLEASE CALL
PRIÈRE D'APPELER

☐ WANTS TO SEE YOU
DÉSIRE VOUS VOIR

☐ WILL CALL AGAIN
DOIT RAPPELER

☐ ACTION
DONNER SUITE

☐ COMMENTS
COMMENTAIRES

☐ MAKE
FAIRE COPIES

☐ NOTE & RETURN
NOTER ET RETOURNER

☒ APPROVAL
APPROBATION

☐ DRAFT REPLY
PROJET DE RÉPONSE

☐ NOTE AND FILE
NOTER ET CLASSER

☐ NOTE & FORWARD
NOTER ET FAIRE SUIVRE

and copy this to Maurice
Riches in Edmonton but
check first for more
recent copies
early volumes.

CALL RECEIVED BY
MESSAGE REÇU PAR _____

TIME
HEURE _____

CGSB STANDARD FORM 12G 7540-21-029-0576

1125-1
vol 60 P146

GOVERNMENT-OWNED INDIAN RESIDENTIAL SCHOOLS

Staffing Standards

Principal	-	1 per school
Bursar	-	1 per school over 200 enrolment
	or	1 clerical assistant 150-200 pupils
	or	1 part-time clerk 100-150 pupils
Matron	-	1 per school
Night Watchman	-	1 per school
Engineers	-	1 engineer in charge
	plus	3 shift engineers or firemen
Supervisors	-	1 per 30 pupils
		of which 2 will be classed as senior
Cook	-	1 1st cook (level 1) schools up to 150 pupils
	or	1 1st cook (level 2) schools 150-250 pupils
	or	1 1st cook (level 3) schools over 250 pupils
	plus	1 assistant or 2nd cook each school for each "kitchen" in operation
Kitchen Helpers	-	1 per school up to 100 pupils
	or	2 per school 100 to 150 pupils
	or	3 per school 150 to 250 pupils
	or	4 per school 250 pupils and higher
Baker	-	1 per school where bread is baked
Laundress	-	1 per school up to 150 pupils
	or	2 per school 150 to 300 pupils
	or	3 per school 300 pupils and higher
		(1 position i/c others designated helpers)
Seamstresses	-	as per laundresses
Nurse	-	1 per school with more than 200 pupils
	or	isolated schools designated by Indian Health Services
Maintenance Man	-	1 per school where full complement of engineers not provided for
Janitor	-	1 per 6 classrooms of school block
Bus driver	-	depending upon local circumstances.

GOVERNMENT-OWNED INDIAN RESIDENTIAL SCHOOLS

Staffing Standards

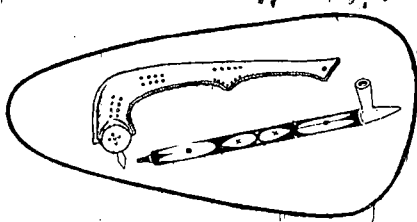
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Matron	-	1 per school
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Engineers	-	1 engineer in charge
	plus	3 shift engineers or firemen
Supervisors	-	1 per 30 pupils
		of which 2 will be classed as senior
Cook	-	1 1st cook (level 1) schools up to 150 pupils.
	or	1 1st cook (level 2) schools 150-250 pupils
	or	1 1st cook (level 3) schools over 250 pupils
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Mr. Hie
W. Hie



NATIONAL INDIAN BROTHERHOOD
SUITE 1610, VARETTE BUILDING 130 ALBERT ST., OTTAWA, K1P 5G4 (613)236-0673
TELEX 053-3202

DELIVERY BY HAND

July 10, 1974

PA → Our File: 3/4-12

1/25-1

Mr. Kent Gooderham,
A/Director - Education,
Department of Indian Affairs,
400 Laurier Avenue West,
Ottawa, Ontario.

Dear Mr. Gooderham:

Attached you will find the financial accounting for the \$10,000.00 which the National Indian Brotherhood received from the Department of Indian Affairs to organize an education workshop in January.

I would like to note by way of clarification that expenses for the meeting were not confined to the two days in Saskatoon. The entries for consultant fees cover a period of time which was considered necessary for preparation, evaluation and follow-up. Similarly, administration costs include duplication and distribution of information, not only to participants, but also before and after the meeting to persons involved in Indian education.

I understand from Mr. Short that the balance will be portable, allowing for a certain amount of financial flexibility in planning for these education meetings and in carrying out the activities related to the meetings. Copies of all invoices, etc. are on file and are available for audit.

I am attaching copies of the minutes and evaluation report for your records. We were very satisfied with the

Handwritten notes:
This is the first report on the Indian Education Service for which we have to give approval and for which we make provision of funds.
.../2
29/7/74

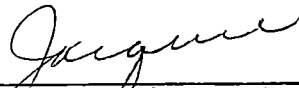
Mr. Kent Gooderham

- 2 -

July 10, 1974

results of the January meeting and thank you for your cooperation and financial assistance in making it possible.

in friendship and peace,


Jacqueline M. Weitz, Ph.D.,
Education Consultant.

Encl.

EXPENDITURES FOR EDUCATION WORKSHOP

Organized by the National Indian Brotherhood
January 28, 29, 30, 1974 - Saskatoon Saskatchewan

Travel & Per Diem - Meeting Participants:

Provincial Organizations Representatives	Per Diem \$35.00	Travel		Total
		Air	Other	
Ahab Spence (M.I.B.)	105.00	74.00		\$179.00
Adam Eneas (U.B.C.I.C.)	105.00	147.00	13.85	265.85
Sol Sanderson (F.S.I.)	105.00		25.20	130.20
Aurelien Gill (I.Q.A.)	105.00	212.00	10.50	327.50
Stuart Paul (U.N.B.I.)	105.00	230.00	36.40	371.40
Shirley Howe (U.N.S.I.)	105.00	244.00	20.00	369.00
Sykes Powderface (I.A.A.)	105.00	60.00		165.00
Cindy Erasmus (I.B.N.W.T.)	175.00	196.00		371.00
Roy Sam (Y.N.B.)	210.00	224.00		434.00

Indian Control School

Phil Fontaine (Fort Alexander)	105.00			105.00
Peter Stevens (Eskasone)	105.00	318.00	9.80	432.80
Mary A. Lavallee (Qu'Appelle)	105.00		17.60	122.60
Mike Steinhauer (Blue Quills)	105.00		84.00	189.00
James Burns (James Smith)	105.00		42.00	147.00
Mary L. Williams (Mt. Currie)	115.00	110.00	33.60	258.60
George Watts (West Coast)	105.00	134.00	31.90	270.90
Isaac Beaulieu (Sandy Bay)	105.00	74.00	33.60	212.60
Cecilia Wetade (Rae Edzo)	175.00	187.00		362.00

N.I.B. Staff

Angela Seymour	105.00	190.00		295.00
Omer Peters	158.90	190.00		348.90

TOTAL \$5,357.35

	(\$35) Per Diem	(\$75) Honorarium	Travel	Total
Consultant: Verna Kirkness				
December (preparatory)	105.00	225.00	146.00	476.00
January (meeting)	105.00	225.00	74.00	404.00
April (evaluation)	175.00	375.00	154.00	704.00
May (representation to C.S.T.A.)	70.00	150.00	166.00	386.00
TOTAL				\$1,970.00

Administration:

Printing	98.37
Postage	52.23
Telephone & Telex	355.88
Supplies	664.32
Equipment	183.65
Materials	129.16
Meeting Room	164.30
Total	\$1,647.91

GRAND TOTAL

\$8,975.26

DELEGATES ATTENDING EDUCATION WORKSHOP

January 28-29, 1974

Saskatoon, Saskatchewan

INDIAN SCHOOL LEADERS

Fort Alexander Indian School	Chief Philip Fontaine	Fort Alexander Band
Fort Alexander Indian School	George Lithman	Sagkeeng Education Authority, Pine Falls, Manitoba
Qu'Appelle Indian Residential School Council	Mrs. Mary Ann Lavallee	Education Commission Chairman
Qu'Appelle Indian Residential School Council	Mrs. Alice Poitras	Chairman, School Board Lebreton, Saskatchewan
Mt. Currie Indian School	Mrs. Mary Louise Williams	School Committee Mt. Currie, B.C.
Blue Quills Indian School and Residence	Mike Steinhauer (with 2 delegates)	Chairman, Blue Quills Native Education Council, St. Pauls, Alberta
James Smith Indian School	James Burns	James Smith Band, James Smith Reserve, Saskatchewan
Rae-Edzo Indian School	NECILLA WETAGE	Fort Rae Band, Northwest Territories
Eskasone Indian School	Peter Stevens	School Coordinator, Eskasone, Nova Scotia
Sandy Bay Indian School	Isaac Beaulieu	Chairman, Education Board, Sandy Bay, Manitoba
West Coast District Council Indian Schools	George Watts	Port Alberni, British Columbia
Tobique Indian Day School		Tobique, New Brunswick
Stoney Indian Day School		Morley, Alberta

- 2 -

<u>ORGANIZATION</u>	<u>DELEGATE</u>	<u>POSITION & ADDRESS</u>
Indian Brotherhood of the Northwest Territories	✓ Ms. Cindy Erasmus	Tree of Peace, Yellowknife, N.W.T.
Indian Association of Alberta	Sykes Powderface	Executive, I.A.A.
Union of Nova Scotia Indians	✓ Peter Christmas	MicMac Institute of Cultural Studies
Union of Nova Scotia Indians	Shirley Howe	Education, U.N.S.I.
Indians of Quebec Association	✓ Aurelien Gill	Vice-President, Education, I.Q.A.
Indians of Quebec Association	Jacques Kurtness	Psychologist
Union of Ontario Indians	Bill Sault	President, U.O.I.
Union of New Brunswick Indians	✓ Stuart Paul	Education, U.N.B.I.
Federation of Saskatchewan Indians	Sol Sanderson	Vice-President, F.S.I.
Manitoba Indian Brotherhood	Ahab Spence	Education, M.I.B.
Manitoba Indian Brotherhood	✓ Sharon Thomas	Education, M.I.B.
Union of British Columbia Indian Chiefs	Chief Adam Eneas	Penticton Band
Yukon Native Brotherhood	Ken Ramgoolam	Education, Y.N.B.
Yukon Native Brotherhood	Roy H. Sam	Executive, Y.N.B.
National Indian Brotherhood	Omer Peters	Vice-President, N.I.B.
National Indian Brotherhood	Jacque Weitz	Education Consultant, N.I.B.

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DEPARTMENT OF INDIAN AFFAIRS

Dave Wattie	Research and Liaison	Ottawa
Colin Wasacase	Student Residences	Ottawa
Mary Jamieson	Cultural Development	Ottawa
Emil Korchinsky	Continuing Education	Ottawa
Mary Lou Radulovich	Education Consultant	Manitoulin Island

WORKSHOP CONSULTANT

Verna Kirkness	Consultant	Winnipeg
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RESOURCE

M.J. Charron	Director General, Public Service Commission	Ottawa
Russ Moses	Director, Native Employment, Public Service Commission	Ottawa
Joe Hanley	Professor, University of Manitoba	Winnipeg

OBSERVERS

Ray Auger	Student, Laurentian University	Sudbury
George Miller	Director, Manitou Community College	LaMacaza
Stan Munôz	Academic Director, Manitou Community College	LaMacaza

* * * * *

EDUCATION WORKSHOP

Saskatoon, Saskatchewan

January 29-30, 1974

In trying to estimate the value of the Workshop, there are several points to be considered:

1. goals of the N.I.B. in calling the meeting: were these met?
2. goals of the participants in attending the meeting: were these satisfied?
3. direction for future action: was this given?

1. N.I.B. Goals:

- a) to hear from Indian Controlled Schools about their individual experiences, problems, fears, needs.
- b) to examine the need for an Indian Education Service set up by the national, provincial and territorial organizations for the purpose of supporting local communities with education programs.

a) The entire first day of the meeting was given over to community education leaders who spoke on their local involvement in managing education programs. Those speaking were:

Mike Steinhauer	Chairman, Blue Quills Native Education Council, St. Pauls, Alberta
Isaac Beaulieu	Chairman, Education Board, Sandy Bay, Manitoba
Mrs. Mary Louise Williams	School Committee, Mt. Currie, British Columbia
Peter Stevens	School Coordinator, Eskasone, Nova Scotia
George Watts	West Coast District Council Indian Schools, Port Alberni, British Columbia
James Burns & Sol Sanderson	James Smith Indian School, Saskatchewan

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- 2 -

Mrs. Alice Poitras
Mrs. Mary Ann Lavallee

Qu'Appelle Indian
Residential School Council,
Lebret, Saskatchewan

All of these speakers were enthusiastic about parental involvement in education. Although it is quite evident they have gone through some very rough and discouraging experiences, not one showed any regret, nor any inclination to give up. They are all looking ahead to improving and expanding educational opportunity and service on the reserves.

There was not one dissenting voice; no one who spoke against local control. The questions were asked very urgently, however: What does local control mean? Is it the Band Council? the School Committee? These were not resolved, but most surely will have to be answered by those involved, to the satisfaction of those involved. It was also very apparent that no clear, precise answer - formulated by off-reserve people - will be adequate, or even acceptable. There are some very strong, independent thinkers in the communities, who are trying to solve their own problems. This is understandable when the great difference in local situations and conditions is explained, as it was at this meeting.

Although very different, there are common problems shared by all the communities. One of these was securing and managing finances. There is a great need for a closer look at the implications of financial responsibility for education. The hesitations and fears that were expressed dealt with long-term protection for bands and commitment by the government to furnishing adequate amounts of money for bands to run the kinds of programs they feel are necessary. There is clearly a need for some practical guidelines and some protection. There was no detailed discussion on these two questions, but it was evident that these will have to be dealt with soon.

One disturbing aspect of the financial question is the conflict which will surely develop between a Band and the Department when restrictions are placed on budget submissions. Several speakers said that they cannot and do not intend to run an educational program on the same amount of money, (and surely not less), than the Department had for operating. Indian operated school programs will cost more, and the Department must be ready to provide the necessary funds. It might be well to look at some kind of practical strategy which could be applied to these situations, in order to avoid the disruption in children's learning which confrontations are likely to produce.

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Each speaker stressed the importance of injecting the Indian philosophy of education into school programs. The need for Indian content in the curriculum was emphasized as well. The extent to which this is actually happening is not clear. There is native language teaching in many grades. Efforts to relate classroom learning to community living have also been made. Evidently there is still a great deal of serious work to be done in developing teaching materials, texts, study units, appropriate methodology, etc. The many problems related to teaching staff were brought out by several speakers: qualifications, hiring practices, evaluation procedures, public service status, etc. The need for native teachers was not dealt with by this group, but came out in the reports of the Indian organizations on the following day.

b) Representatives from all provincial and territorial Indian organizations took part in the Workshop. On the second day the floor was opened to them to present their ideas on the kind of service which the organizations could provide to local groups. To introduce this part of the meeting, the N.I.B. gave a description of the Indian Education Service which has been proposed to the organizations for their consideration. These representatives spoke on the question:

Aurelien Gill, Indians of Quebec Association
Sol Sanderson, Federation of Saskatchewan Indians
Peter Christmas, Union of Nova Scotia Indians
Sykes Powderface, Indian Association of Alberta

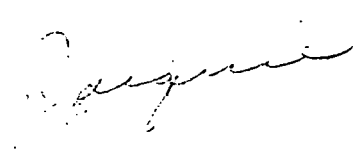
In these discussions several issues were dealt with which show how the organizations can support the efforts of the local community. Teacher training programs for native people, native language teacher training, curriculum development, research on native language for curriculum purposes, are some of the fields in which programs are being developed under the direction of Indian organizations.

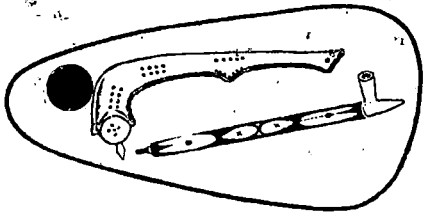
There is a pressing need to define the role which both the national organization and the provincial/territorial organizations should play in supporting local communities with their education programs. Many questions were asked about this, and it was generally felt that the provincial/territorial organizations are on the scene to respond to the needs of the Bands, to support local communities and to take direction from them. How this can be worked out on the practical level is a difficult problem, since present conditions almost require the organizations to take initiative in many areas dealing with education. The national organization should respond to the provincial organizations' requests for specific services.

The need for legislation to protect the Indians' education rights as guaranteed by the treaties was brought to the attention of the delegates. Financial responsibility for Indian education belongs to the Federal Government. If Indian people do not understand the long-term implications of take-over, they could be endangering the special status which they have under the Indian Act. Great care should be taken in this matter, and proper advice should be sought by bands considering local control. An opposing view was expressed which proposed independence from all government financing. These two points of view must be given consideration in any implementation of the policy on education.

- 2) There have been several letters received from delegates, summarizing their impressions of the meeting. Judging from these letters, the people who attended the meeting did benefit from discussing and sharing their experiences with other people from across the country. Perhaps the most significant outcome of the meeting as far as the participants are concerned, is the knowledge that they are not alone in struggling for improved educational services for their children.
- 3) There were no resolutions or recommendations from the meeting. Three directions were indicated, however:
 1. The N.I.B. should take the initiative in arranging for more meetings.
 2. The N.I.B. should act as a clearing house for information on local control.
 3. Something should be done to insure that there is 100% input from Indian people in drawing up the guidelines for local control.

The emphasis of this Workshop was on local control of reserve schools. It should be remembered that this only one aspect of Indian Control of Indian Education. The role which Indian parents can play in controlling education in "integrated schools" should also be examined closely. The policy advocates that Indian parents should have the choice of the best possible educational facilities for their children, either on or off the reserve. There is a lot of work to be done in both areas.





NATIONAL INDIAN BROTHERHOOD

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SUMMARIZED MINUTES

of the

EDUCATION WORKSHOP

January 29-30, 1974

SASKATOON, Saskatchewan

ATTENDANCE LIST

EDUCATION WORKSHOP

January 29-30, 1974

SASKATOON, Saskatchewan

INDIAN SCHOOL LEADERS

Chief Philip Fontaine
George Lithman

Fort Alexander Indian School
Fort Alexander Indian School

Mrs. Mary Ann Lavallee

Qu'Appelle Indian Residential
School Council

Mrs. Alice Poitras

Qu'Appelle Indian Residential
School Council

Mrs. Mary Louise Williams

Mount Currie Indian School

Mike Steinhauer

Blue Quills Indian School
and Residence

James Burns

James Smith Indian School

Cecilia Wetade

Rae-Edzo Indian School

Peter Stevens

Eskasone Indian School

Isaac Beaulieu

Sandy Bay Indian School

George Watts

West Coast District Council
Indian Schools

ORGANIZATION DELEGATES

Cindy Erasmus

Indian Brotherhood of the
Northwest Territories

Sykes Powderface

Indian Association of
Alberta

Peter Christmas
Shirley Howe

Union of Nova Scotia Indians
Union of Nova Scotia Indians

. . . /2

Aurelien Gill
Jacques Kurtness

Bill Sault

Stuart Paul

Sol Sanderson

Ahab Spence
Sharon Thomas

Chief Adam Eneas

Roy H. Sam
Ken Ramgoolam

Omer Peters
Jacquie Weitz

Indians of Quebec Association
Indians of Quebec Association

Union of Ontario Indians

Union of New Brunswick
Indians

Federation of Saskatchewan
Indians

Manitoba Indian Brotherhood
Manitoba Indian Brotherhood

Union of British Columbia
Indian Chiefs

Yukon Native Brotherhood
Yukon Native Brotherhood

National Indian Brotherhood
National Indian Brotherhood

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Colin Wasacase

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Mary Lou Radulovich

Research and Liaison, Ottawa

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Cultural Development, Ottawa

Continuing Education, Sask.

Education Consultant, Manitoulin
Island

WORKSHOP CONSULTANT

Verna Kirkness

Winnipeg

RESOURCE

M.J. Charron

Director General, Public
Service Commission

- 3 -

Russ Moses

Director, Native Employment,
Public Service Commission

Joe Hanley

Professor, University of
Manitoba

OBSERVERS

Josephine Suvee

Blue Quills, Alberta

Ray Cardinal

Blue Quills, Alberta

Albert Houle

Blue Quills, Alberta

Gerald Isbister

Saskatoon, (I.T.E.P.) Student

Robert M. Willey

Mount Currie, British Columbia

Peter Paul

Eskasone, Nova Scotia

Chris Uppal

D.I.A.N.D., Ottawa, Ontario

Don Jenkins

Penticton, British Columbia

Ronald Dan

Mount Currie, British Columbia

Georgina Nelson

Mount Currie, British Columbia

Felicity Nelson

Mount Currie, British Columbia

Iris Yuzdepshi

Mount Currie, British Columbia

Mrs. Rosie Joseph

Mount Currie, British Columbia

Mrs. Marie T. Leo

Mount Currie, British Columbia

Victor Courcehene

Fort Alexander, Manitoba

Del Koenig

University of Saskatchewan,
Saskatchewan

Leslie Murray

University of Saskatchewan,
Saskatchewan

Ralph Schidlowsky

Duck Lake, Saskatchewan

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- 4 -

Steven Bear	Tobique Reserve, New Brunswick
Father L. Charron	Lebret, Saskatchewan
Solomon Mosquito	Mosquito Reserve, Saskatchewan
Jerry Hamersmith	Kitnistino, Saskatchewan
Martha Constant	James Smith Reserve, Saskatchewan
Nora Ledoux	Muckeg Lake, Saskatchewan
Dr. Art Blue	Cultural College, Saskatoon, Saskatchewan
Clifford Young	Federation of Saskatchewan Indians Prince Albert, Saskatchewan
Frank Karain	Cultural College, Saskatoon, Saskatchewan
Diane Douglas	Cultural College, Saskatoon, Saskatchewan
Cheryl Snyder	Cultural College, Saskatoon, Saskatchewan
Harry Lafond	Cultural College, Saskatoon Saskatchewan
Yvonne Seesequasis	Saskatchewan College, Prince Albert, Saskatchewan
Florence Carrier	Craven, Saskatchewan
Victor Sparvier	Yorkton District, Saskatchewan
John McCleod	Saskatoon, Saskatchewan
Ida McCleod	Saskatoon, Saskatchewan
Edwin Jebb	The Pas, Manitoba
Ernie Constant	The Pas, Manitoba
Frank S. Reinarchuk	Duck Lake, Saskatchewan

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EDUCATION WORKSHOP - January 29-30, 1974 - SASKATOON

January 29, 1974 - a.m.

Mr. Sol Sanderson, F.S.I., opened the meeting by welcoming the delegates.

Mr. Ahab Spence, M.I.B., said the opening prayer.

Dave Ahenakew, President, F.S.I., welcomed the delegates on behalf of the Saskatchewan Indians and wished them well in their stay. He stated the only way to get control was to work with each other: at the local level, work with the band councils; at the provincial level, work with the provincial organizations; and at the national level, work with the National Indian Brotherhood. His closing remarks were to work with each other and consider the positions that the other provinces may have, otherwise the Indian people will never get to where they want to go.

Omer Peters, Vice-President, N.I.B., asked all the delegates who represented Indian controlled schools and provincial organizations to introduce themselves. He stated there would be several meetings for discussion, the first one would not cover everything they wanted to do. The goals for this meeting are:

- 1) To identify problems which have been conquered by bands in the takeover of schools,
- 2) to discuss the setting up of an educational service by Indian organizations to respond to those requests for information, attention and support,
- 3) and to plan for Indian involvement in the formulating of guidelines and operation procedures.

Verna Kirkness, Chairman, M.I.B., stated that the workshop should place an emphasis on the Indian control people that are present. She pointed out the philosophy, goals and directions of the National Indian Brotherhood's Paper, "INDIAN CONTROL OF INDIAN EDUCATION" and gave an explanation of how the paper came about.

She informed the delegates that there was no design for implementing the paper and that there had to be a plan formulated on how the Indian people could take over their schools. They also had to establish what part Indian Affairs played in education. She asked the delegates if they wanted to use the guidelines that the Department of Indian Affairs put out for implementing the paper. The questions the Indian people have to consider are: was that the procedure they wanted to use? do they want Indian Affairs to put the guidelines out? do they feel the guidelines suggests a continued paternalistic view on the part of the Department? do they feel it suggests involvement - not control? do they want the Band Council to become an extension of the bureaucratic structure rather than a replacement of part of the structure? These are points that the Indian people must come to grips with and see how they feel about it. She explained the Indian people must come up with something, otherwise the usual interpretation by the Department is that silence means agreement. (DIA Guidelines Appendix "A")

She explained that the band councils were the most important people in the business; they must find out what their roles are, how they go about them, etc. We also want to know what roles the Provincial/Territorial organizations play and the National Indian Brotherhood. The Indian people must cope with these questions during this workshop. While listening to the Indian control school people, listen to their experiences, try to find common threads in what's going on, what are their problems and help them by giving suggestions. Try to find the problems and how to deal with them and where to go from there.

Isaac Beaulieu, Sandy Bay, Man., stated they had Indian control at their school in Sandy Bay. He explained they went through the policy paper and got some ideas of controlling their education. He stated that the band council must feel that education should be band controlled; example, in a community an independent group cannot have control of education without authorization from the band council. First the band council must approve and outline the duties of the school committee. One of the problems that you would encounter was what kind of benefits do you give the people you hire? He stated they organized employment by bands, and the band provide full benefits for employees. Secondly, they employ civil service teachers. They asked the government to agree that the teachers should continue as a public servant on loan for one year. At the end of that time the teacher can decide to become a band employee. He stated they had twenty-six teachers.

Alice Poitras, Qu-Appelle, Sask., questioned how the integrated system worked with the non-Indian going to an all Indian school.

Isaac Beaulieu, Man., stated at the moment the only non-Indians were the teachers' children, so they couldn't really judge because there's not that many. There was only one non-Indian from outside in the High School. As for administration they just named a price for a student to come to their school and made an agreement with the province. There are also many non-status Indian students that are in that area.

Mr. Willey, Mt. Currie, B.C., asked if they were using the Provincial curriculum.

Isaac Beaulieu, Man., stated that they were, but they were changing the curriculum as time passes by. He stated the whole idea of taking over education was that the student becomes at ease in his own school.

Mr. Willey, B.C., asked if the civil service teachers spoke the native language.

Isaac Beaulieu, Man., stated that some of them were civil service teachers who spoke the native language. They also had a large number of teachers from the Indian community.

Aurelien Gill, I.Q.A., questioned what the requirements were for hiring teaching personnel.

Isaac Beaulieu, Man., stated that most of their teachers were qualified teachers and in their application they were asked how they felt about community involvement. Another requirement was that all teachers must thoroughly understand the band structure and administration. It's all part of the school system.

Ahab Spence, M.I.B., questioned what kind of a board they had. Who did it consist of and if any teacher had been disqualified by the board.

Isaac Beaulieu, Man., explained that the board interviewed the teachers. The board consists of the Chief, one councillor (the one involved in education) and the Chairman of the school board, and usually a member of the civil service. The civil servant doesn't have to be there when the hiring takes place.

Aurelien Gill, I.Q.A., asked if the salary was based on the academic qualification of the teachers.

Isaac Beaulieu, Man., stated it was the same as civil servant salaries of Indian Affairs, at the moment.

Mary Louise Williams, Mt. Currie, B.C., questioned if the administration was separate from the operation and whether they dealt with one or more persons in the Department.

Isaac Beaulieu, Man., answered that their administration and operation were separate and that they dealt with only one person in Indian Affairs. They received all their information through him.

Sharon Thomas, M.I.B., questioned what they were doing in the area of adult education, to what extent they were involved.

Isaac Beaulieu, Man., stated they were concerned in all the areas of education. He stated there was an officer who works with teachers and parents. The people proposed the entire education system they now have at the reserve level.

Mary Louise Williams, Mt. Currie, B.C., explained what they did in their school. She stated when they first took over their education they never heard of the National Indian Brotherhood paper or that other people were doing the same thing as they were. When they first started they had no help, so they undertook the task themselves with no money, by using a gymnasium with no heat, borrowed books of all types and started taking over. They used community resources - their own people. Then they were given money to hire consultants for six months. They also helped the children who had dropped out of school.

Verna Kirkness, Chairman, asked what was the biggest problem encountered when taking over their education.

Mary Louise Williams, B.C., stated the main problem was money. She explained that whenever they were invited anywhere their whole board went so as not to miss out on anything, yet they didn't have any money, so they used their own (out of their pockets). Their language teacher was an ordinary guy they picked out from their reserve. When they took over their education it wasn't planned, they just said they were taking over. The main problem was that their children were being sent home from the integrated school for no reason. Also, the school they were going to wasn't giving them the type of learning for the field they wanted to get into.

Their main purpose was to set up a "multi-purpose building" where the whole education plan that they were after would involve all the people - young and old.

She explained that they were using the older people as resource people to teach Indian dancing and singing, crafts, etc. They don't keep the children in school all the time. They take them to certain homes where the person in that place knows how to weave a basket, sings in the native tongue, etc. and sometimes they send one student out with a tape recorder to ask questions and report back to the classroom what he has learned.

Sykes Powderface, I.A.A., asked how they were going to get academic training and skills, since the emphasis was on culture.

Mary Louise Williams, B.C. stated they haven't really decided how, because of the short time they've been in operation. She explained that the children can learn from their elders through community involvement and get their basics from that. She couldn't see the point of teaching children 18th century history when they can't use it.

Aurelien Gill, I.Q.A., questioned just who did they expect help from; the National Indian Brotherhood, Department of Indian Affairs, Union of British Columbia Indian Chiefs, universities, etc.

Mary Louise Williams, B.C., stated they had to deal with the Department of Indian Affairs at certain points, but that they also wanted to receive help from the provincial government, since it had money for "special education", and she stated this was special education. They also look for help from the Union of British Columbia Indian Chiefs.

Stuart Paul, U.N.B.I., asked whether they were planning to completely cut off the dominant culture, if so, how do they plan to tell the children there's another culture.

Mary Louise Williams, B.C., stated they would take them on field trips, give them books to read and promote an exchange program; where one city child comes to the reserve for a weekend and the next weekend a child from the reserve goes to the city.

Peter Stevens, Eskasone, N.S., stated the only control they had on their education was the bus program and the teacher-aides program. He explained that he came from a school operated and controlled by civil servants with a teaching staff of about twenty-five people and out of that there were four native teachers.

He stated they had been talking about community involvement for some time but the people who were controlling education (where he comes from) do not believe in it. Policies are outlined for us as well as programs.

He indicated their basic problem was that they didn't have any money to do their work, no personnel to help them with their education program, etc. The type of bilingual and bicultural education they were talking about was aimed at developing competency in the whole micmac language.

He explained when children start kindergarten they had trouble communicating and they didn't understand, because they could only speak in their native tongue.

Alice Poitras, Sask., questioned why he thought it was wrong for the parents to have the attitude of looking after their families first and not education.

Peter Stevens, N.S., explained that people have problems in housing, welfare, social conditions, etc., and parents make the mistake of leaving education to the teacher.

Sol Sanderson, F.S.I., asked if they were using the provincial association when the Department of Indian Affairs doesn't recognize a band council resolution.

Peter Stevens, N.S., stated that lately they had been using the association to help them have their Band Council resolutions recognized by the Department of Indian Affairs. Other than that, they do not use the Union very much, due to conflict in interest.

Meeting Adjourned Until 2 p.m.

January 29, 1974 - p.m.

Verna Kirkness, opened the meeting and gave the Chairmanship to Joe Hanley a professor at the University of Manitoba.

Joe Hanley, Man., called on Mike Steinhauer to give a report on his school.

Mike Steinhauer, Blue Quills, Alberta, stated that the people in his area were interested mainly in the cultural aspect

of education and how it relates to the dominant society. The takeover of Blue Quills School first started when a person attended a school board meeting in St. Paul and overheard the regional director of education tell the people in St. Paul that the Indian people weren't doing good in school and were hostile.

They took over their school on July 1, 1972 and now have full control and the proper facility to do the hiring of teachers, the preparation of their own budget, etc.

He talked on the difficulties of their takeover, the hardships they would encounter.

One of the big things they saw was the implementation of their culture in the actual takeover of their school. He explained that the band council calls a board meeting to elect the members of the education council at Blue Quills. They are the policy makers, and from there on they hire the director, etc. The teachers are hired for one or two years, after which time they decide whether they want to stay or leave.

He also stated that they had Indian teachers. They rely on their old people to develop history books that are not only relevant to their Indians in the district but also other Indians across the country. He felt that the responsibility lies with the Federal Government as far as the education of the Indian children were concerned.

Alice Poitras, Sask., explained that they were now in control of their residential school, with a student enrollment of 225, staff 65 (which does not include teachers). She stated that they had not taken over the classroom, but that was their aim. On their board there were ten members. Within their board there were different committees: education, finance planning, and training. Whatever decision was made at any committee meeting would be brought before the board as a whole for discussion and policy making. Everyone works together.

She stated that their aim at the school was no matter what happens, the children would never suffer.

People on the reserves must get busy, form and plan to have their own schools on the reserves and make the children aware that they are wanted in the community.

Their aim was to get the parents involved. They were given a budget for the children to live in and it was the parents duty to come after their own children on weekends and make sure they are back at a certain time on Sunday evening. The budget for food, etc., changed from last year due to the rising prices.

Mary Ann Lavallee, Qu'Appelle, Sask., stated that Indian Control of Indian Education has confused many people on the reserve and it would continue to do so until Indian Control and the value of it was defined and put in its proper perspective. The board of Qu-Appelle Indian Residence prefers to work with Indian Affairs because they believe Indian Affairs was given authority to administer education for Indian people by the Treaties and the British North American Act. A direct working relationship with the Department of Indian Affairs was established with the Lebret School Board. Some parents have told the school board that they give complete responsibility of their children to them and they want to know what they were going to do about education, how the children were coming along, and what would happen to the school. Secondly, their board was answerable to Indian Affairs because they have the money.

She stated the education committee of Lebret plans to study the curriculum and find out in what areas they can make the most contribution in the line of cultural development because they believed culture was a way of life. The parents and band council want a direct input in that area.

Their programs were going to be geared towards the future not so much the past, and hopefully turn out students who can be proud of what they are and know their identity. They want to stress the cultural heritage.

Mary Jamieson, Cultural Director, DIA, asked whether they were not afraid of simply keeping the white residential school system as a school system that is simply being administered by Indians, particularly in view of the Indian philosophy expressed in the policy paper on Indian education.

Mary Ann Lavallee, Sask., stated they were not afraid because they were Indians and felt they were doing the right thing and their students must learn to live in a fast changing society. She stated they were not neglecting the cultural contributions mentioned in the policy paper, they planned to study it and pick out the best things.

Ahab Spence, M.I.B., asked whether they worked with the Chief and Council at all.

Mary Ann Lavallee, Sask., stated that they did, but the danger was the importance of the Chief would supersede the good of local control. They came to this meeting to get a definition of local control.

George Watts, West Coast District Council, B.C., stated that in their district which consists of thirteen bands, they held a meeting last year to get rid of the Indian Affairs staff working for them. They were given a budget of \$5,000 to hire people who could go from one reserve to the other asking the people what they wanted as far as the Department of Indian Affairs was concerned. The people wanted to see the Indian people take over because they didn't like the way Indian Affairs had been handling it. So they proceeded to draft a policy paper which they presented to Indian Affairs on what they wanted to see happening.

They abolished Indian Affairs in their district and took over the handling of funds. The Regional Director from their district and the Community Affairs Director in Ottawa agreed with what they had done. Therefore, in September, 1973 the Assistant Deputy Minister gave his approval to the proposal and on January 1, 1974 they took over handling the funds of the Indian Affairs district operation. As of the new fiscal year in April, they would be handling every penny right from the Ottawa level. The only catch was that every penny had to be accounted for at the end of the fiscal year.

In the past, the general education system has been aimed in the direction of finding jobs when students graduate, which causes problems by spending too much time on that aspect. Also, parents must be kept involved or the system will end up in trouble.

Sykes Powderface, I.A.A., asked whether the Government planned on providing the funding forever to the West Coast Indians.

George Watts, B.C., explained that they were not interested in being funded forever because they wanted to become independent. Although in their contract it was written that they would negotiate from year to year for funds. They were interested in working on economic development to develop their reserve and become self-sufficient.

Dave Wattie, Liaison, DIA, stated that the Department was providing funds for bands taking over their education, but couldn't say how long it would last.

Sykes Powderface, I.A.A., questioned and feared that if the Indian people undertook the financial responsibility with the limitations and conditions attached to the funds, they would in fact, be breaching their own treaties.

James Burns, James Smith, Sask., stated that they took over their education program about one year ago. Their students were being looked down upon at the integrated schools and the parents had been complaining about integration for a long time. He stated there were a lot of problems but many things have happened since they took over in education, which otherwise would never have happened. The people now have the right of deciding what should be taught in the schools and who was to be hired. Their interpretation of local control was doing what the people wanted and letting Indian Affairs handle the financial part.

Sol Sanderson, F.S.I., stated that many of the difficulties being experienced by young people were only symptoms of all the programming that was being done by outside influences like the Department of Indian Affairs and the church. In their school program they were not interested in transplanting the old school system back to the reserve to teach the children; they wanted a new system.

He reported they did an evaluation of their children's reports from the joint school. The children were rated in the following terms: 1) very hesitant; 2) little effort shown; 3) lacks muscular co-ordination, lazy and very slow; 4) should apply himself more steadily; 5) could produce more work if he was here; 6) grades low; 7) very careless; 8) very little effort; 9) more participation; 10) where is your work. Those very briefly were some of the comments found in files and records which will follow students for the rest of their lives. Some of the students have no marks registered with the Provincial Education Department. They must find a means to get marks for them so that they can go on to other trades and training. They also did an investigation on the students receiving low marks.

The role of the school committee was to give direction in the total education program. The school program runs from kindergarten to grade twelve with a total of about forty-four band members employed. They have their own bus lines. The programs have to be re-structured so they use the non-graded system where the students are grouped by their age. This brought about a change in the enrollment whereby they had about 100 children who had originally dropped out because they didn't feel they were out of place by having to sit in the classroom with children their own age.

As for the evaluation of teachers they went into a contract arrangement with the people doing the evaluation. These people later had to sign a contract stating their qualifications for being able to evaluate, plus understanding what the system was all about before doing the evaluation.

The records that a teacher gives to a student are open to the parents. They have four Cree language instructors, and Cree is taught from kindergarten to grade twelve plus seventeen teacher-aides. The teachers and aides are not assigned to one particular classroom, they work in teams. They were planning a teacher-aides program that Indian Affairs was considering funding.

They also initiated an "Indian Life Skills" course in the school program where you zero in on problem solving, look at yourself and at your own family, your community, and how you relate to both.

Alice Poitras, Sask., asked how the criteria they were setting now would affect the children in the future, with the fast changing society.

Sol Sanderson, F.S.I., explained that each of the children hopefully would know who they were when they finished the education program. He explained that each of the children were functioning at different levels, i.e. someone might be at the grade five level in math, yet be at the grade eight level in something else. They all progress at their own rate.

Mary Ann Lavalley, Sask., stated that their main objective in education was to find a way to give the students a feeling of belonging.

Sol Sanderson, F.S.I., reported on five of their objectives: 1) the program's direction would come from the bands and not from outside sources; 2) they would develop an individualized child centre; 3) they would use a continuous progress approach to instruction, developing this in coordination with other groups who were headed in the same direction; 4) they would set up a program that would involve parents and older people in the school program; 5) they would develop a bilingual approach to instruction. He stated that they would be implementing some of the ideas shared by the other groups.

Joe Hanley, Man., observed that for the most part Indian people were working in isolation of each other. Also neither the Indian people nor the Indian Affairs had a definition of Indian control or local control as yet.

Meeting Adjourned for the Day.

January 30, 1974 - a.m.

Verna Kirkness, Chairman, opened the meeting and introduced Mr. Charron, Public Service Commission; and Russ Moses, Native Employment Office P.S.C. to the delegates. She briefly summarized the previous day's meeting.

She suggested that there be some discussion on what roles the band councils, provincial and territorial organizations, the National Indian Brotherhood, and the Department of Indian Affairs and Northern Development play in the education of the Indian children.

Jacquie Weitz, NIB, stated the proposal for an Indian Education Service was very general because the National Indian Brotherhood didn't have any concrete ideas of what was needed. At the mandate of the National Indian Brotherhood's Executive Council they drafted the proposal to get reaction from the organizations. They wanted the direction to come from the community level to the Provincial organizations, who would then pass it on to the National Indian Brotherhood.

Aurelien Gill, I.Q.A., stated that if the Indian people wanted to be consistent, the implementation of the new policy must reflect the spirit in which it was formed. The Indian people must not lose sight that the document "INDIAN CONTROL OF INDIAN EDUCATION" comes from concerned people at the local level and afterwards it was passed on to the Provincial and Territorial organizations. Each Provincial and Territorial organization must have their own education service which would forward the necessary information to the regional or district officers of the Department. The education service would co-ordinate the education work in the province. Provincial and Territorial organizations would relate to the National Indian Brotherhood, and the National Indian Brotherhood would keep the Provincial and Territorial organizations informed of its activities.

In Quebec they felt the service concerning teacher training etc. should be given by the Provincial and Territorial organizations and decided by the Indians.

He explained that they started Manitou Community College at LaMacaza, Quebec to provide education services to serve the community needs as far as education was concerned. The College was also a place where different universities were giving courses like teacher training.

Jacquie Weitz, NIB, asked about the Amerindianization program as far as the language and curriculum was concerned.

Aurelien Gill, I.Q.A., explained that the Amerindianization project was devised to meet the needs of a number of native teachers who had begun to teach their mother tongue as a second language. He stated since 1972 when the course first began, three more courses have been offered in the field of teacher training. One during the school year and two during the summer of 1973 at Manitou Community College. The University at Chicoutime in cooperation with the Department of Education in Quebec was now offering a 10 course (means 30 credits) training program for native teachers 23 years of age and over. Irrespective of the candidate's previous formal school training, each one will receive a first teaching diploma duly accredited by the Department of Education upon successful completion of the 10 courses. Furthermore, the same University was considering two other training programs submitted by the Quebec Regional offices. These each consist of a 10 course (30 credits) program for training teachers in the modern techniques of teaching French and English as a second language to Amerindians. He explained they needed a term that would be suitable to Inuits and Indians and they came up with Amerindians.

He explained that the University of Quebec was considering the possibility of making Manitou Community College a permanent branch of the University beginning this fall. The project has been called the First 5-year Plan. The 5-year plan was designed to train native personnel who would be ready to assume the native language and cultural program that was requested by the local authorities.

Sol Sanderson, F.S.I., reviewed some of the objectives of the Federation of Saskatchewan Indians, i.e. 1) protect treaty rights; 2) promote improvement in social, economic and education conditions.

He explained that the Federation of Saskatchewan Indians was sort of the body that was of the same status of the Provincial Government in Saskatchewan. The Federation consisted of the Chief and council in Saskatchewan and they impressed on them that they recognized their authority continuously in their training of their staff and also impressed on them that they have to go through the chief and council. Any resolutions passed at the band level go to the Provincial Chiefs Conference and then become the policy of the Federation of Saskatchewan Indians or policy of the province. They also recognize the Professional organizations in their Indian education program like, the Saskatchewan Indian Teachers Association, the Native Language Teachers Association, etc.

He stated that they had an agreement with Indian Affairs that spells out the structure of the Saskatchewan Indian Cultural College and the funding arrangement. The Board of Directors consist of the six Executive members and the six District Representatives. The Management Committee included in the agreement consists of four members: one Federation of Saskatchewan Indians representative, one Department of Indian Affairs representative, one from the community, and the Director of the College. Another part included in the agreement was the opportunity to spend their budget, i.e. if the advisory had extra money that they could use it in the curriculum section.

He explained the different information found in the Kit handed out.

Verna Kirkness, Chairman, asked Sol Sanderson to comment on the education service and how he saw the relationship of the different groups mentioned, the role of the parents, band councils, provincial organizations, etc.

Sol Sanderson, F.S.I., explained that the school committees should have the power to do the hiring and receive direction of the education program from the reserve level. He pointed out that there was money available from Indian Affairs to pay the school committees for attending school committee meetings, and to go on field trips to observe things going on elsewhere. Any recommendations the committee makes must go to the band councils in resolution form. He explained that they were trying to have a band councillor chair the meeting. Therefore, whatever the school committee recommends he will be the one to take the responsibility.

At the district chiefs level, they have it organized that they have monthly meetings that range from one day to a week. Each district has their own education committee; and each district has a chairman, a Chief elected by the other Chiefs in the district. They hold two All Chiefs Conferences every year, and Indian Affairs pays for them. They also hold a Provincial School Committee Conference and the Federation of Saskatchewan Indians hold their General Assembly once a year, and Indian Affairs pays for those two also.

He stated that some kind of mechanism had to be set up at the national level where the Indian people could continue

to have a meeting (like there was today) every four months or so, to get together to discuss common concerns to know where to go next, otherwise Indian Affairs would play the little game of Divide and Rule continuously, and the Indian people would never get any place.

Mary Ann Lavallee, Sask., wanted to know where the people's independence comes in. These people would like to develop their education the way they saw fit. She quoted Jacquie Weitz in saying, "No request will be considered unless it is the request of the Provincial organization, then the National Indian Brotherhood will let you know what is possible." She stated it was good to have a National Indian Brotherhood and Provincial and Territorial associations, but that they should stay an association and not become a bureaucracy. Unless there was opposition to something then it becomes a dictatorship.

Sol Sanderson, F.S.I., stated that it was time to stop talking, start acting, and that this was his job and what he tried to do. He stated that he didn't try to suppress anyone and that as First Vice-President of the Federation of Saskatchewan Indians, he wasn't pretending to represent 38,000 treaty Indians, but that he did represent the majority.

Alice Poitras, Sask., asked Sol Sanderson whether he objected to the fact that they were trying to do what was right for the children in their area.

Sol Sanderson, F.S.I., stated that if there are any grievances they should take it to the district and from there they would bring it forward to the organization. He pointed out that he could not put himself in the position of taking sides in band conflicts or that he ever would.

Victor Sparvier, Chief, Yorkton, Sask., stated he had been with the organization for many years and represented the Yorkton district. He stated when the policy paper, "INDIAN CONTROL OF INDIAN EDUCATION" came out it received a very effective response from their bands. They had a monthly meeting with each reserve to inform them of any programs. He explained that the people on their reserves were given a choice of what school they wanted their children to attend: reserve or city.

Sol Sanderson, F.S.I., stated that the Lebreton School Residence, where they are incorporated under the Society's Act, handles their own administration money, otherwise the consensus across the country was that Indian Affairs should handle the administration and the people would be in control of staffing, training, etc.

Jacquie Weitz, NIB, clarified that the National Indian Brotherhood responded to the Provincial/Territorial organizations. She explained that whatever happens on the reserve comes up to the National Indian Brotherhood through the P/T organizations, and only if it needs some action in Ottawa. The National Indian Brotherhood was really a collection of the P/T organizations. As far as dictating was concerned, it was far from happening. As a national group the National Indian Brotherhood played a very low key role in provincial/territorial or local affairs.

Sol Sanderson, F.S.I., explained that a band or group has the autonomy to go to Indian Affairs or any place else to get whatever they wanted without the provincial/territorial organization or the National Indian Brotherhood being involved. The organizations exist only to help them if they need and ask for it. He explained that in the Constitution of the National Indian Brotherhood there was an Executive Committee of three, and one seat was left vacant so that if a chief wanted to go to Ottawa to negotiate something and if he wanted assistance from the National Indian Brotherhood he could fill the third position and they would go together.

He explained that neither the provincial/territorial organizations nor the National Indian Brotherhood would ever expect any group to go through them if the group didn't want to do so.

Omer Peters, NIB, pointed out to the delegates that they must have a clear understanding of why there were provincial and territorial organizations and why the National Indian Brotherhood was formed in the first place. He indicated that everyone from the east coast to the west coast were all saying the same thing. He stated in unity there was strength. He explained that the National Indian Brotherhood could not deal with individual bands individually because there were hundreds of them across Canada, that was the job of the provincial/territorial organizations - the Indian people must learn to work together.

Sykes Powderface, I.A.A., questioned what the people's interpretation of local control was. This question must be answered before any policy can be formulated, and at the same time protect our treaties. He stated as long as the Federal Government continued to dictate the use of funds this was not local control because it was restricted by the amount of money that was in their budget. Also, conditions for money were often out of line, with too many regulations attached.

He was quite concerned about the control of Indian education by the Indian people, because there was no provision in the Indian Act for transfer of education to the administration of the Indian people. Points to remember: 1) under the British North America Act the Federal Government underwrites the full 100% costs of all aspects of Indian education; 2) the control of Indian education must be flexible to allow each band individually to undertake areas of control at their own ability and pace; 3) the Federal Government Trusteeship for the Indian people must be retained and not altered in any way or form; 4) Indian seed funds for education should be from one source only - the Department of Indian Affairs. The Indians should not have to go out soliciting finances.

Mary Louise Williams, B.C., felt it was important to gain recognition on the reserve by what the Indian people are doing and have faith in their young people for them to carry on later.

Verna Kirkness, Chairman, stated that the Indian people have to address themselves to all the things that were brought up.

Meeting Adjourned Until 2 p.m.

January 30, 1974 - p.m.

Verna Kirkness, Chairman, asked for comments on future goals, for example, more meetings, or where to go next, etc. She stated that the video tapes would be available from:

Sol Sanderson
Saskatchewan Indian Cultural College,
1402 Quebec Avenue,
Saskatoon, Saskatchewan Telephone: 306-244-1146

George Watts, B.C., stated that more meetings should be held to share their experiences in taking over their education. He mentioned that he ^{ec}ame very frustrated to see the political people were more interested in their future than they were in the future of the Indian people. He stated that the Indian people across the country should support each other. He indicated that

- 13 -

it was good to see the reserve people doing something about their children's education because it's one thing to say you're going to do something and another thing to actually do it. He stated it was fine to involve university people, but remember the final answer must come from the Indian people and nobody else.

Joe Hanley, Man., suggested that the National Indian Brotherhood act as a "Clearing House" to send information to bands.

Jacquie Weitz, NIB, suggested another meeting be held to discuss the Department of Indian Affairs Guidelines (Appendix "A"), to discuss the handling of financial matters, etc. These guidelines would be sent out before the meeting for reference and preparation.

Mary Ann Lavallee, Sask., questioned whether there was any truth that the organizations were going to force a new education onto the Indian people. They wanted the option to call on the organization people only when they needed them.

Peter Christmas, U.N.S.I., stated that they should never forget that the education system was directed to "the child". He stated the Union of Nova Scotia Indians try to take direction from the people.

Sykes Powderface, I.A.A., stated there ^{WERE} ~~was~~ two things that had to be taken home. They were: 1) the constitutional responsibilities of the Department of Indian Affairs; 2) the constitutional responsibilities of the Federal Government.

He stated that each band has a right to take over their education for their children, but there are constitutional responsibilities that the Federal Government has which the Indians cannot take over without constitutional changes. He explained that once the Indian people start relieving the Federal Government of some of these responsibilities that are bound by constitution, then the Indian people destroy themselves. They destroy their constitutional identity, they won't have that because they have lost their heritage and culture.

As a follow-up, the people of this workshop can go home with the ideas shared. The Indian people should come up with some kind of uniform solution to the control of the education of their children.

Omer Peters, NIB, thanked the delegates for attending the meeting.

Meeting Adjourned.

* * * * *

INDIAN BAND COUNCIL INVOLVEMENT IN
THE MANAGEMENT OF SCHOOL PROGRAMS

RECEIVED OCT - 4 1973

11-18-4

The policy paper Indian Control of Indian Education, which was prepared by the National Indian Brotherhood and endorsed by the Department emphasizes parental responsibility in education and encourages greater local Indian control of education programs to ensure that Indian children receive the education that their parents and communities desire. Local control may be achieved through local involvement in the managing of school programs and this paper outlines some of the methods for achieving this goal. The four specific methods which are examined are already in existence and used by some Bands in one form or another.

These are:

That the school be managed by:

- a) The Department of Indian and Northern Affairs (referred to as the Department) and a Band Council or Local Indian Education Authority;

Note: A Band Council may act as the Local Education Authority or it may appoint a local Indian Education Authority which will act for the Band Council and be responsible to the Council for its actions.

- b) an Indian Band Council or Local Indian Education Authority;
- c) a Provincial School District or Joint School District;
- d) an Indian Corporation.

It is important to emphasize that in addition to these four methods, it is also possible for the school programs to be managed by a combination of two or more of the above or for a Local Indian Education Authority to develop and submit a proposal for another method of management.

Also it is understood that nothing in the methods outlined is intended to imply that Bands must take over their own school programs or to dictate how they should operate these programs if they are taken over.

...2

A: School Programs Managed by the Department of Indian and Northern Affairs and an Indian Band Council or Local Indian Education Authority

1. This is a method whereby some or all aspects of the school programs are managed by the Department and no changes in present procedures may be required. However, the Local Indian Education Authority may instruct:
 - a) that they concur in the appointments of new staff;
 - b) that the school principal and Superintendent meet regularly with them to report on the school programs and to receive advice from the local people as to future policies.
2. If the Band/Council requests the Department to re-assume management of a school program being managed by the Band Council or a Provincial School District, they should make their request known sufficiently in advance of the beginning of the school year when the transfer would take effect to ensure that those concerned have time to reach an agreement on action required. At the same time efforts should be made to resolve any differences that exist between the Band Council and the school district as it is always possible for new tuition and special service agreements to be made.

If a "joint school agreement" has been completed it may not be possible to terminate this agreement.

3. When some or all of the school staff continue as public servants while the Band Council or Local Indian Education Authority manages the rest of the school program, the Band may become involved in the selection and supervision of these employees in the following manner:
 - a) The selection board to select or qualify new employees will include representatives from Bands or provincial Indian organizations.
 - b) Band Councils will select their school staff from among those persons who have first been selected or qualified by the Board as mentioned in (a) above or who are employed as public servants in similar positions elsewhere.
 - c) School principals will continue to supervise the school staff. They will receive functional direction from Local Indian Education Authorities in matters pertaining to the management of the schools.
 - d) Where the majority of the school's instruction staff are departmental employees, the principal must also be a departmental employee.
 - e) The principals' evaluation reports will be prepared by a Departmental Superintendent of Education after he consults with the Local Indian Education Authority.

-3-

- f) Teachers will be evaluated by their principal who will submit the evaluation report to the Department for inclusion in the employee's personnel file. The evaluation will be a confidential report prepared by the principal with the teacher. Items raised by the Local Indian Education Authority will be included in this report if in the opinion of the principal or teacher they ought to be so included.
- g) The Local Indian Education Authority may meet with a Departmental Superintendent of Education to assess the school program and if it so desires it may also meet with the school principal and/or teachers for the same purpose.
- h) If as a result of the assessment referred to above the Local Indian Education Authority requests that a principal or teacher leave their school he/she will revert to the Departmental pool of staff for reassignment elsewhere, but before teachers will be required to leave a local school, efforts will be made to resolve the difficulty that lead to the Band's request. Teachers will not be required to leave the community in the middle of the school term unless there are exceptional circumstances.

B: School Programs Managed by an Indian Band Council or Local Indian Education Authority

1. A Band Council that chooses this method will prepare a program proposal which will become the substance of an agreement between the Band Council and the Department. The proposal should outline the type of school programs the Band wishes to conduct, the staff required, and the funds required. Although this program proposal will be prepared by the Band Council it must be agreed to by the Band Council and the Department.
2. Transfers of school programs to Band Councils will take place at the beginning of a school year. The Band Council Resolution formally requesting the Department to transfer responsibility for some or all of the school programs to the Band should be submitted to the Department to arrive at headquarters prior to February 1 preceding the beginning of the school year in which the Band plans to assume responsibility for the programs. (Note - Under exceptional circumstances and with the agreement of all parties concerned the dates as stated can be altered.)

SAMPLE BAND COUNCIL RESOLUTION

Whereas, (here the Council may state their reasons for requesting permission to manage some or all of the school programs.)

Be it resolved,

- (a) that the Band Council of _____ Band request authority to assume responsibility for the management of the school programs outlined in the attached program proposal which was approved by the Department on _____ 19____;
- (b) that it is understood that the Band Council will accept full responsibility for the management of the programs for which funds are transferred and that it will adhere to regulations pertaining to these programs which are and/or will be agreed upon by the Band and the Department of Indian and Northern Affairs; and that the funding contribution will be subject to a periodic audit by a qualified auditor;
- (c) that it is understood that the standard of the program performance as managed by the Band Council will at least equal the standard of Department-sponsored programs, and that the education program will be subject to periodic evaluation by a qualified educator acceptable to the Local Indian Education Authority and the Department;
- (d) that it is understood that the Band Council may return responsibility to manage some or all of the programs referred to in (a) above to the Department or negotiate with a Provincial School District to manage some or all of them;

(e) that it is understood that the Department at its discretion may for cause temporarily assume responsibility for the management of some or all of the school programs referred in (a) above, and that the Band may re-assume this responsibility when through staff training or by other means it demonstrates it is again able to manage the programs.

3. Band Councils will continue to negotiate with the Department on matters pertaining to the construction of new schools or additions to present facilities.

4. Under certain circumstances a Band Council and a nearby community of non-status Indians or non-Indians may operate an accredited independent school. The Band would obtain funds for its share of the cost of the school from the Department using the procedure outlined above.

School Programs Managed by a Provincial School District

1. This is a method whereby some or all of the school programs are managed by a Provincial School District. However, when agreements are negotiated the Local Indian Education Authority may require:
 - (a) that funds for paying tuition fees or other funds available to the school district be transferred to the Band so that they can negotiate an agreement with the school district. If this is requested a resolution to this effect should be received by the Department by May 1st preceding the beginning of the school year in which the change in procedures would take place. Before the resolution is submitted, the Band should negotiate the agreement which must be agreed to by the Band Council, the School District, and the Department. (Note: Under exceptional circumstances and with the agreement of all parties concerned the dates as stated can be altered.)
 - Capital Costs can be specified in the agreement with Provincial School Districts to cover the share of the cost of a new school or of renovations to an existing school that is the responsibility of the Department.
 - (b) that the school principal and superintendent meet regularly on the reserve with the Local Indian Education Authority to report on the school program as it affects children of the reserve and to receive advice on future policies.
 - (c) that representatives of the Band be included as members of the school board, according to the regulations of the Province.
2. If a Band and a nearby community of non-status Indians or non-Indians wish jointly to establish a "provincial joint school district", funds can be received from the Department to finance the Indian Band share of the cost of the District. The Band Council and representatives of the non-status Indian or non-Indian group should appoint a committee to arrange meetings with the appropriate personnel from the Provincial Department of Education to promote the organization of the proposed district.

The new district, when formed, would negotiate with the Department for the Band portion of funds for which the Band Council would be accountable.

-7-

D: School Programs Managed by a Corporation

1. This method can be chosen when two or more Indian Band Councils wish to jointly operate a school or a School District.
2. The Band Councils concerned will individually submit Band Council Resolutions to the Department stating their desire to form a corporation in cooperation with other Bands to manage one or more schools.

At the same time the various Band Councils will appoint persons to an interim Board of Directors for the corporation.

3. The Board of Directors will:
 - / (a) obtain a Certificate of Incorporation;
 - (b) prepare a program proposal for presentation to the Department as outlined for Alternative B;
 - (c) prepare a constitution for the operation of the corporation;
 - (d) establish with the Department the procedure for receiving and administering funds.
4. Items 2 and 3 noted above should be completed before February 1st preceding the beginning of the school year when the corporation will assume responsibility for the management of the school program. (Note: Under exceptional circumstances and with the agreement of all parties concerned this date can be altered.)
5. Other conditions relevant to the transfer of management responsibility to a corporation are the same or similar to those outlined under Alternative B.

October 1, 1973



Indian and
Northern Affairs

Affaires indiennes
et du Nord

P.A. 1/25-1

• MR. McKIM

July 30, 1974.

Your file Votre référence

Our file Notre référence

SCHOOL SPRINKLER SYSTEMS

I have your memorandum of July 15, 1974, and find it strange that only at this stage is action being taken to include sprinkler systems in the schools.

In the past few years we have lost some large schools as a result of fire and I would not want anything that we do to increase the possibility of major fire losses in the future. Therefore, would you ensure that where plans for construction of a school are still at a stage where modifications can be made such changes be made to include the necessary sprinkler systems. Where it is not now possible to make such changes sprinkler systems are to be installed in the schools on a priority basis as soon as present construction is completed.

ORIGINAL SIGNED BY
J.G. McGILP.

P.B. Lesaux,
Assistant Deputy Minister
(Indian and Eskimo Affairs).

WRIGHT/FT

c.c. Mr. Gooderham

Mr. McGilp

Assistant Deputy Minister Sous-ministre adjoint
Indian and Northern Affairs Affaires indiennes et du Nord
Finance and Administration Finances et Administration

July 15, 1974.

Mr. P. Lesaux,
Assistant Deputy Minister,
Indian and Eskimo Affairs Program

Your file Votre référence

Our file Notre référence

The Prairie Design Centre recently received copies of correspondence prepared by the Western Regional Fire Protection engineer of the Department of Public Works in Edmonton identifying the fire protection requirements for the Departmental school construction program being implemented by DPW. These requirements permit the construction of either unsprinklered or sprinklered school buildings subject to the criteria established by each class of construction.

The Dominion Fire Commissioner will accept one of two alternatives for school buildings of this type and size; a completely sprinklered system or external fire protection consisting of a standard water distribution system and hydrants. In the latter system a suitably equipped fire department must be available.

In all school construction the installation of life safety features is mandatory. The additional requirements now being recommended by the DFC pertain only to the fire protection of the buildings themselves. The Department has made a practice of providing unsprinklered buildings unless an adequate water source is available. One factor in the choice of system has been the need for water supply systems to serve the communities as well as the school buildings.

In the 1974-75 Prairie Provinces Program are 17 large schools under the auspices of the Prairie Design Centre and DPW. Six have been completely designed with the remainder in various stages of completion. All have been designed or are being designed as unsprinklered buildings as it has been our practice to do in the past for communities where an adequate water supply is available. Where this type of system is installed the DFC also requires that fully equipped fire departments are available. Such fire protection services do not exist in these communities at the present time.

.../2

Mr. P. Lesaux

- 2 -

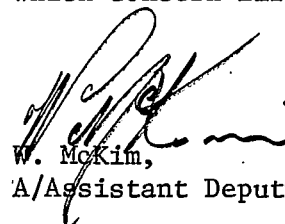
These new requirements have created a problem which must be resolved quickly to ensure that the school construction program is not jeopardized. In the past this Department has followed the recommendations of the DFC's office but we must point out the probable cost of the additional protective measures that they are now suggesting. For the Moosomin school the additional cost would be \$25,000 to \$30,000 and for other schools \$45,000 to \$60,000 depending upon size and complexity; representing between \$750,000 to \$1,000,000 for the 17 schools in that program.

The options open are as follows:

- 1) Proceed as planned with construction of those schools now designed as unsprinklered buildings. In the event of a fire loss the Department might be embarrassed to explain why the DFC's recommendations were not followed.
- 2) Arrange to have all buildings redesigned for sprinkler installations. There would of course be a delay in construction and a substantial increase in cost if this course were to be followed.
- 3) Proceed with construction now but be prepared to install sprinkler systems in schools later, on a priority basis. The DFC would support this procedure. This would be costly since it would mean the installation of two systems rather than one. Your policy may be to provide both systems in any event. In this case there would be no construction delay.

Since a redesign at this time for the first six projects would entail a delay of several weeks and substantial increase in cost, I have advised the Prairie Design Centre to inform DPW to call tenders for the three contract projects and purchase materials for those being constructed by day labour. Depending on your decision we can arrange to have sprinkler systems installed in these buildings at a later date by issuing change orders to the contracts.

It is important, for all future projects, that a policy be established concerning the fire protection measures we are prepared to take with respect to property. We will of course follow as we have in the past all recommendations of the DFC which concern life safety.


W. McKim,
A/Assistant Deputy Minister.

a monthly report
of
Continuing and Special Education

Number 4/74-75
July and August, 1974

alternatives

PA
802-25-16
HRS



for baffin

Mid-summer is as good a time as any to present a new masthead for this monthly (more or less) report of actions, activities and animations from the Baffin. The logo is prompted by a saying of Chantal....."A turtle only moves ahead by sticking out his neck...." Whether appropriate or not, it nevertheless signifies a mood and an atmosphere as we move into new programs and policies. Around us swirl the reports of moral leadership failure (as in Watergate), of divide-and-debilitate (as in Cyprus), of an-eye-for-an-eye (as in the Near East), of how to pay more to eat less (as in inflation). And there are visions of Strathcona, Arvik and all the rest....but supremely, there is the Baffin -- people, language, culture, and their hopes and future.....

...people.....

-as this is written, most of the community adult educators are considering the return home, after bits and pieces of holiday...
-Jim Moffat moves off on holidays, canoe and all in Algonquin, around the middle of the month....
-Marg Wilson retires to the quiet of Haliburton "to re-vigorate and re-charge batteries." for a month.
-Carl Georgian comes onto staff as a Housing Maintenance vocational instructor, resident in Frobisher Bay, as of the 15th of August...
-and, with regret, we bid farewell to Larry Okkumaluk, who, after two years of service in Igloolik and Clyde River, leaves us. We had requested additional training program for Larry but it was not granted.
-and Yellowknife reports that Echo Lidster is out interviewing and hiring new adult educators, all of whom filled the requirements of the advertising, in spite of requests for recruiting people for places.
 -they are also filling in a replacement for Lynda McCallum in the Golden City. Although there were disagreements at times, we all appreciated Lynda's willingness to help after Esther Calford's death.
-and so it goes inevitably onward....

"THANK YOU"

Schooling plans are in the making for the thirty-or-so students, returning to programs in Ottawa and elsewhere. It won't quite be the same in Ottawa, as Bud Harnish, former Baffin selection and placement officer, and for the past four or five years, counsellor for students in Ottawa, has returned to the Maritimes as Personnel Officer for DND. To Bud, our thanks for the help of the past, and our wishes for happy lobstering!

page two

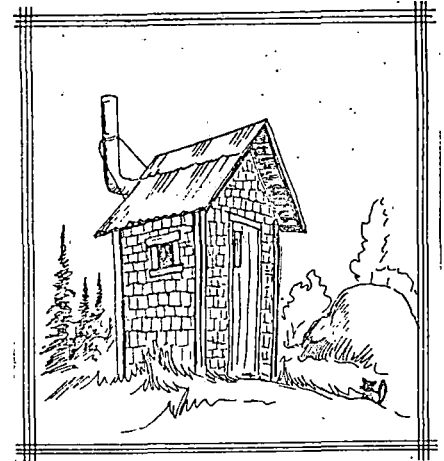
HOUSING MAINTENANCE....Last year, two separate courses of oil-burner maintenance were run in the region. Starting in September this year, more phases will be developed....oil burner servicing, carpentry and minor maintenance. The courses are basically in six week segments, with a maximum intake of eight people, drawn from DPW, Housing Associations and other. The same courses will also be offered in 1975, starting in January. Carl Georgian will be the instructor, and Frobisher Bay will provide the training area. Dates:

Oil Burner Serv. - September 2 - October 11

Carpentry - October 14 - November 22

Minor Mtce. - November 25 - December 20

After the same sequence in early 1975, Carl will do a followup of progress by travelling to the various settlements in May and June.



*"Oh hey! That's much better.
For awhile there I couldn't see
the forest for the trees."*

Strathcona - After all the announcement-making of pre-election splendour, we had hoped that we would be able to see the forest...and make some plans. Thusfar, although there is some employment (through Canada Manpower) in the construction phase, we're still moving slowly on the actual mining position training. There is a hope for a middle-management training phase, for those who are at a high level of intelligence, English comprehension, etc. which we are exploring with the company. And there will undoubtedly be more....We have requested for Arctic Bay - Strathcona as a priority another adult education centre and educator....Here again we follow the pace of the turtle.....

HOME MANAGEMENT.....With Marg Wilson off on holidays and Hannah Kilabuk just in the stages of thinking of coming back off the land, and Mary-Wilman just back from her holidays in merrie England, time has been spent this summer in plotting and planning. There will be a sub-regional conference for southern Baffin in Frobisher Bay around the 23rd of September. There will be further input on this as the time draws nearer. Hopes (which hang on budgets) are for increased visitation on settlements, followup sessions and possibly sub-regional northern later on.



Focus!

Animation in Dorset...Planning session held in Frobisher early in August held high hopes for an assured budget, a legal entity in the form of a film-maker co-op in Dorset, and a good year with Howard and Jean Peddlar, on as quality consultants to the group. There's still a lot to be done, but there lurks in the offing a number of sponsored animation films, which mean money!

FRONTIER COLLEGE had some changes as well. Our greetings go along with Rob Nixon and Denyse McKenzie, and our good wishes, as they head back to law books and law school for the coming year! Ian Morrison and Mark Stiles remain!

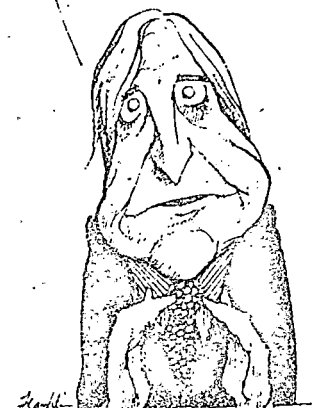
Orientation of new teachers (and, when they materialize, new adult educators) is to be conducted this year in the various settlements. In keeping with this, a letter has gone out to all principals requesting them not to forget adult learning opportunities in their orientation, and to work along, when possible, with adult educators in offering the maximum amount of opportunity to people. Needless to say there have been changes in principal staff, and we'll run them down.....Rob Henderson (ex Broughton) to Igloolik; Dave Wilman takes over Broughton; Ken Norton (ex-Clyde) to Cape Dorset; Peter Grimm takes over Clyde. Mike Pembroke moves into Arctic Bay; Jack Waye remains in Pond; George deMuile in Grise; Doug Freeman in Resolute; Murray Scott in Hall Beach; Bill Loney in Lake Harbour and Marcel Mahe in Burwell and R. Roberts in Pang (another change).



COMMUNITY EDUCATION, one of Paul Robinson's pets, will presumably not be lost in the turmoil. The way it is practiced and applied will depend in the final analysis upon the willingness and eagerness of teachers (whether of adults or of children) to plan program that is not only aimed at individuals but at families and communities. And, of course, teacher-student roles can be reversed! A reference to the Green Book (especially the early pages) is really in place.

Recommendations of the C.A.S.E. Review in complete form have come to light and will be shared with all adult educators. If anyone else desires, write.... Among key thoughts...."involvement of people of the NWT in goals and objectives of program"...."adult educator should receive direction regarding program content and development from an organization within the community, such as education committee.".... "increase counselling program to provide social and career assistance for persons"...."school facilities and equipment should be made available to adult education program".....To come yet is the recommendation concerning community colleges-- or college -- or what have you...That's due before council this fall.....

IN A NUTSHELL...



Territorial Council's Hansard revealed some new and far-reaching legislation....the new Council ordinance providing an extra eastern seat....a new Matrimonial Property ordinance, more advanced than most provinces.... Daycare services.....a lot of heated discussion leading up to Education, but a decision to defer all debate on that subject until school starts up again..... Copies available upon request of any sections....

Incidentally, there was a notice of a new Education Program on the NWT Council, and what government does, and such like proposed at Council. There is no clear directive yet as to who's to do what, except that it's Education....Much of it sounds like a followup on what has been done in Keewatin and Baffin for Territorial elections, opening of Council, and such like, but when we get the info, we'll let you know.



\$\$

NOTICE ALL EDUCATORS OF ADULTS...You'll also get to know the state of the budget, the proposals for next fiscal year, and other such under separate cover.....

page four

does it make a difference?

...an apology....The typewriters requested from CVC when they closed down did not find their way to Baffin as promised. They went westwards...Therefore, with our capital budgets cut, we'll have to look around for another believing soul to help us out so that the programs planned in schools and settlements will not wither and die on the vine. We're working on it, so don't despair too long....

Apprenticing....Interviews are planned this week for the filling of three vacant apprentice positions in the Baffin. Selection will be made by the Apprenticeship and Tradesmen's Qualification Board later....

NOTE WELL.....The next Aero-Engine Air-Frame Course is scheduled to begin at Camp Borden on 15 October 1974. All applications have to be filed with Murdock King, Local Government Employment Liaison, Frobisher Bay, by 15 September...There are twelve places available....

Alert--Also places available on a six-month basis at DND's camp at Alert, for single men, heavy equipment operators or kitchen workers. Apply through Doc King....

BLADE-LINC-- No late word confirming or denying but we expect conference for field staff in Yellowknife to discuss these two adult basic programs in early September.

Overheard on CBC...in an interview program, an Indian woman was asked to define what she meant by culture....

Her answer was that her culture was a language and a simplified way of life.....

It sounds glib and quick but maybe that's what education -- adult education -- is all about.....

....the language of people....

and their way of life....

and, in the midst of all the courses and classes, programs and processes, we can't afford to lose sight of those basic needs of people...

.....to speak meaningfully and to know intuitively....

and to live thoughtfully, and deeply.

In terms of priorities and aims,

that has always been a part of education, especially here in the Baffin, and now more than ever before

we can't afford to lose sight of it.

Perhaps the proliferation of program seems at times to obfuscate the aim.

(To obfuscate here means to make the turtle so obscure, he begins to look like a hare.)

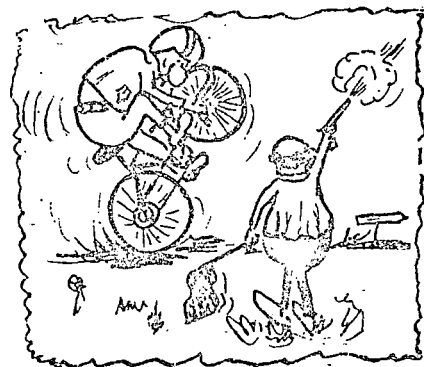
But in spite of all our programs

and the confusion of our southern tongue,

let's drop the sham

and do the job....

Down from the pulpit, it may mean translating Strathcona and employment and inflation and economy and jobs and money into terms that reflect our lifestyles without imposing them, is our job, or.....maybe even, opposing them.

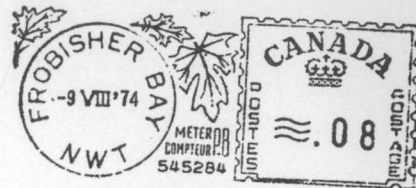


and for now,
so be it,
don
don macneill

000168



GOVERNMENT OF THE
NORTHWEST TERRITORIES
CANADA



Mr. Al Simpson
DIAND
400 Laurier West
Ottawa, Ontario

FL

PA ⇒ 1/25-1

→ ~~Public Information~~
~~Advisers Office~~

Ottawa, Ontario. K1A 0H4

SA 3848

c.c. SA 2818

SA 3656

Mrs. Eloise Street Harries,
7-5658 Dalhousie Road,
Vancouver, British Columbia. V6T 1W4

Dear Mrs. Harries:

Thank you for your further letter of May 10, about
the reprinting of the Sepass Poems.

I thank you very much for keeping me posted on
developments, and we look forward to receiving the
1,000 copies the Department ordered.

With best wishes,

Yours sincerely,

O'CONNOR/mk

Irvin Goodleaf,
Special Assistant.

May 27/74

c.c. Director, Education Branch.

Separ. Poems

7-5658 Dalhousie Rd.,
Vancouver, B.C. V6T 1W4
10 May 1974.

Forit ✓
SA-3848

Jean Chrétien, Minister,
Indian and Northern Affairs,
Ottawa, Ontario. K1A 0H4

Irvin Goodleaf,
Special Assistant

RefusA-3656

Dear Mr. Goodleaf:

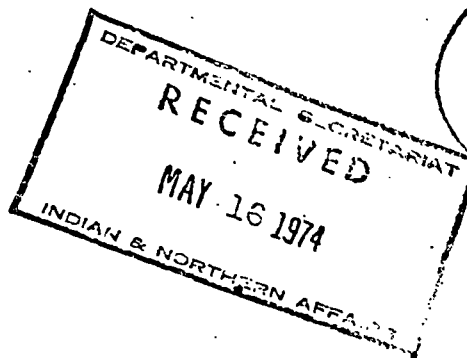
I passed on your message to Bill Street who said he would phone you, in view of our mailing situation. I just had a letter from the former head of Falcon's Wing Press, with an important address in it - stamped on the envelope: "Return to Sender, Service temporarily suspended."

The publishing company needs duplicates of the photographs in the book and 2 first edition copies to tear apart and I have been busy running these down - more difficult than it looks because owners hang on to first editions for dear life. I have some duplicates myself but not the whole set. You will see that the work has started and is being rushed.

Thank you for your interest and good wishes,

Eloise Street Harries

Eloise Street Harries (Mrs.)



00F

Ottawa, Ontario. K1A 0H4

SA 3075

SA 2818

SA 2811

SA 2193

901/43-1

Mr. Street,
Forest and Country,
Herbertson & Lillietown,
Suite 111,
111 Richards Street,
Vancouver, British Columbia. V6B 3B5

Dear Mr. Street:

This is further to your letter of March 28, about
arranging for the second printing of the Sepass Poems.

Thank you for advising us of the estimated price of
the book. Since the Department is limited to the sum
of \$5,000, we would be able to buy 1,000 copies at a
maximum price of \$4.50 each.

We appreciate being kept informed and look forward to
hearing about further developments.

Yours sincerely,

SWEET/mk

May 15, 1974.

Irvin Goodleaf,
Special Assistant.

c.c. Mr. Gooderham.

c.c. Regional Director, B.C.

c.c. Len Marchand, Esq., M.P.

Info - Simpson.



Government
of Canada

Gouvernement
du Canada

ACTION
REQUEST

FICHE DE
SERVICE

TO - À

*Secretary
Mr. V. Kofree*

FILE NO. - DOSSIER N°

DATE

22/5/74

FROM - DE

Mary says no reply required

☐ PLEASE CALL
PRIÈRE D'APPELER

TEL. NO. - N° DE TEL.

EXT. - POSTE

☐ WANTS TO SEE YOU
DÉSIRE VOUS VOIR

DATE

TIME - HEURE

☐ WILL CALL AGAIN
DOIT RAPPELER

CALL RECEIVED BY
MESSAGE REÇU PAR

☐ ACTION
DONNER SUITE

☐ APPROVAL
APPROBATION

☐ NOTE & RETURN
NOTER ET RETOURNER

☐ COMMENTS
COMMENTAIRES

☐ DRAFT REPLY
PROJET DE RÉPONSE

☐ NOTE & FORWARD
NOTER ET FAIRE SUIVRE

☐ MAKE
FAIRE ----- COPIES

☐ SIGNATURE

☐ NOTE & FILE
NOTER ET CLASSER

Document divulgué
Ottawa, Ontario. K1A 0H4

c.c. SA 3656
SA 2818

Mr. Eloise Street Harries,
1658 Dalhousie Road,
Vancouver, B.C. V6T 1W4

Dear Mrs. Harries:

Thank you for your further letter of April 8, telling me about
the progress being made to have the Sepass Poems reprinted.

I have asked Mr. Street to let me know when arrangements have
been made for publication, as we believe the book will be an
important addition to the libraries in Indian schools.

With best wishes,

Yours sincerely,

signed April 23
Irvin Goodleaf,
Special Assistant.

O'CONNOR/mb
April 19, 1974

c.c. Mr. Gooderham
c.c. Regional Director, B.C.

PA 7 1/25-1

OTTAWA, Ontario K1A 0H4
June 14, 1974.

Mr. J. Morgan,
Head of Vocational Studies,
Llantarnam School,
Cwmbran, Mon.,
NP4 3XB.

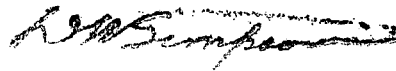
~~PA 7 1/25-1~~

Dear Mr. Morgan:

I refer to your letter of May 21st concerning pupil exchange. Although a number of pupil exchanges with communities in southern Canada and with Greenland and Alaska have taken place, we do not become directly involved in such programs nor do we normally support them financially. It is also noted that you seem particularly interested in the North and you may or may not be aware that the education responsibility of the people in the North has been taken over by the Territories. Correspondence concerning students in the Yukon should be addressed to the Territorial Government, Whitehorse and in the Northwest Territories to the Territorial Government, Yellowknife.

Those establishments in the Provinces in which you may be interested come under the jurisdiction of the Region in which that Province lies. Any correspondence should be carried on through the applicable region.

Yours sincerely,



G.K. Gooderham,
Acting Director,
Education Branch.

R. HALL/1s



Headmaster: R. T. COOPER, B.Sc. (Econ.)
Tel. No. CWMBRAN 66711

LLANTARNAM SCHOOL,
CWMBRAN, MON.,
NP4 3XB.

Our Ref: JM/MNT.

21st May, 1974.

The Director,
Northern and Indian Affairs,
Government House,
Ottawa,
Ontario,
Canada.

Dear Sir,

I spent six years in northern Canada working for the Department of Northern and Indian Affairs as Principal, Teacher and Administrator.

I often thought at that time how valuable an experience it would be if a pupil exchange scheme was possible whereby Eskimo and Indian children would exchange places for a period with children "outside".

In my present position I am actively involved in the organisation of school holidays abroad and recently, with the advent of cheap air-fares to Canada and the United States, it has become a reality from our viewpoint to consider such an exchange scheme with Canadian pupils.

I am sure you will agree that a period of three or four weeks spent in the Canadian Arctic would be an invaluable experience for an English boy or girl whereas a Canadian Eskimo or Indian would be equally enthralled with our way of life.

From my past experience I recall that there are periods of time when certain hostels are perhaps not filled to capacity due to pupils having been flown back to their homes due to the vagaries of the Arctic climate.

- 2 -

If you, as Director of the Department, would agree in principle to such a scheme I would be more than willing to conduct negotiations at school or hostel level and to oversee arrangements in England, also to act as courier when I believe my Canadian experience would prove valuable.

I shall await your reply with interest.

Yours truly,

A handwritten signature in cursive script that reads "John Morgan".

J. MORGAN.

Head of Vocational Studies.

2



Cabinet Confidence
(Queens Privy)



Solicitor/ Client Information



Personal Information

Not pertaining to
Residential School



The Honorable the Treasury Board
L'honorable Conseil du Trésor

Indian and
Northern Affairs

Department - Ministère

2
P.A

1/25-1

File - Dossier

Mrs. B. Cunningham 6-5513

Date

T.B. Number - C.T. N°

SUBJECT: AUTHORITY TO ENTER INTO A SERVICE CONTRACT

PROPOSAL: To enter into contracts with Camosun College for:

A. Counselling Services for the benefit of Indian people within the School District 61 (Greater Victoria), 62 (Sooke), and 63 (Saanich) who apply for enrolment in secondary and post-secondary courses

\$46,332.00

B. Two (2) Small Business Management Courses for persons of Indian Status

\$26,400.00

C. Purchase of a Basic Academic Education Course for up to forty (40) students

\$60,400.00

D. Purchase of a Social and Cultural Enrichment Course for up to forty (40) students

\$30,400.00

COST: \$163,532.00

CHARGEABLE TO: Vote 5, Indian and Eskimo Affairs Program, operating expenditures (Education)

REMARKS: A. Counselling Services

1) Based on our very successful experience with last years program described in Attached T. B. Minute 721682 we would like to repeat the program this year.

2) The College shall organize and direct counselling services, provide office staff, office space, secretarial help, and such support facilities as required to meet the needs of the students from August 1, 1974 to July 30, 1975.

B. Small Business Management Course

1) The Department is anxious to encourage more economic development activity on reserves.

.../2

-2-

- 2) The Department is also encouraging local Indian bands to assume more direct responsibility for program administration.
- 3) The Department recognizes that there is an urgent requirement for training substantial numbers of Indian people in the basics of management so they can successfully become involved in both (1) and (2) above.
- 4) It is agreed that steps will be taken immediately to work with Canada Manpower to develop Canada Manpower referrals into the course and any training or allowances costs borne by Canada Manpower through such referrals will result in a reduction of the cost to the Department of Indian Affairs.
- 5) Camosun College have developed a Small Business Management program designed specifically for Indian people. The candidates will for the most part be drawn from the graduates of last year's basic program.
- 6) The cost per student is comparable to the basic program for native Indians and includes the same services.

C. Basic Academic Education Course

- 1) The Camosun College have developed training programs that meet the individualized needs of the adult Indian people in basic academic education and special Indian programs and the Department realizes the need for continuing these courses.
- 2) The College agrees to provide this training for up to forty (40) students during the College academic year August 1, 1974 to March 31, 1975.


D. Social and Cultural Enrichment Course

- 1) The College agrees to provide social, cultural, and counselling enrichment courses as described in the College calendar for Indian students to help each student in personal development according to individual need.
- 2) The College agrees to provide enrichment training, including evaluation orientation, basic life skills, cultural studies and related activities for up to forty (40) students.

It is to be noted that a provision in the three course contracts calls for similar courses to be offered after March 31, 1975 by the Camosun College on a regular fee structure basis. The Department will not be responsible for contracts for these services after March 31, 1975. Indian trainees will pay the same fees as other students.

OTTAWA, Ontario K1A 0H4
August 15, 1974.

Mr. Lilly,
Canadian Standards Association,
320 Queen St.,
Ottawa, Ontario
K1R 5A3.

P. A.  1/25-1

Dear Mr. Lilly:

I have noted that your search has shown that there is no standard coding applicable to educational course definition. Please accept my thanks for the prompt and welcome assistance rendered. Be assured that I will be pleased to provide assistance to your goodself should this be required in the future.

Yours sincerely,



Peter J. Price,
A.M.B.I.M.

PRICE/ljs

c.c. Mr. R. Bean

Ottawa, Ontario
August 13, 1974

H. Gideon
J. V. Jacobson
M. Jamieson
E. Korchinski
P. L. McGillivray
C. Wasacase
D. K. F. Wattie

PA → 1/25-1 (E.33)

June 1974 - Variance Report

- Attached is the Variance Report for the education program as of June, 1974. This new format reflects the deficit/surplus situation reported by the Regions, with adjustments made by Mr. Parker's staff to take into account approved program changes.

I would appreciate receiving by August 26 your comments on the new format, as well as any observations on its contents as they relate to your area of responsibility.



G. K. Gooderham,
Acting Director,
Education Branch.

Attach.

ELLIOTT/v1



MESSAGE FORM

FORMULE DE MESSAGE

PA 1/25-1

TO: Mr. John Bagacki, Dist. Supt. of Education, Dept. of Indian & Northern Affairs, Thompson, Manitoba.	FROM: G.K. Gooderham, Acting Director, Education Branch	Not to be included in Message: A ne pas comprendre dans le message
	DE Branch Direction Division	File No. Dossier n°

Telex Phone No. (if available) Numéro de téléphone telex (si on le sait) 076-64535	PRIORITY (Check whichever is applicable) For Dispatch À transmettre Within 1 hr. D'ici 1 h Within 3 hrs D'ici 3 h By 8:30 A.M. Tomorrow Au plus tard à 8h30 demain matin	Délai (pointer le délai voulu) <input checked="" type="checkbox"/> <input type="checkbox"/>
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PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULE OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-DESSOUS

CODE NO - N° DE CODE
Originator's - Envoyeur
Addressee's - Destinataire

2-200-55760

Re your telex of August 2 concerning a copy of the telex sent to teachers to be interviewed:

The name and telephone number for appointment is incorrect. The applicants should call Mrs. McVeigh in Ottawa at 613- 996-1336. The interviews will be held in Room 665, Centennial Tower, 400 Laurier Avenue West, Ottawa.

If further space is required please use a second page - Si cet espace est insuffisant, priere d'utiliser une deuxieme feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by— Rédigé par— J. McVeigh	Telephone No.: Numéro de téléphone: 6-1116	Date 6/8/74	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message: <i>J. V. Jackson</i>
--	--	----------------	---

OTTAWA, Ontario K1A 0H4
August 8, 1974.

Mr. Clifford Diabo,
9209 Airlie St., Apt. 104,
LaSalle, P.Q.

PA > 1/25-1 (E.31)

Dear Mr. Diabo:

On a recent visit to Departmental Headquarters in Ottawa, you left a copy of a proposal for a salary grant for the employment of a program director for the Native Students' Drop-In Centre in Montreal. All of our funds for field education and related programs have been decentralized to regional offices. Your proposal should therefore be submitted to:

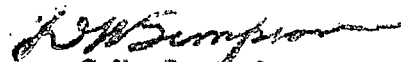
Mr. C. Paradis,
A/Assistant Regional Director, (Education),
Department of Indian and Northern Affairs,
1141 Route de L'Eglise (Ste-Foy),
P.O. Box 8300,
Quebec, P.Q. G2Z 4G7


who will give it careful consideration.

With respect to your request for core funding for the Montreal Centre as a Cultural Centre, I have to inform you that the entire allotment for the Quebec Region for such centres has been given to Manitou Community College. You may wish to apply directly to Manitou College for assistance but I have some doubt that such assistance will be forthcoming during the current year since I am told that the College has already committed all their funds for projects already under way. Incidentally, your centre in Montreal may not meet the criteria for assistance under the terms of reference for Cultural Colleges.

I am returning the folder containing your proposal so that you will be able to make your submission through other channels as suggested above. I am sorry that I could not have been of more help to you.

Yours sincerely,


G.K. Gooderham,
Acting Director,
Education Branch.


J.V. JACOBSON: jm
c.c. Mr. C. Paradis, Quebec Regional Office



PA 1/25-1

MESSAGE FORM

FORMULE DE MESSAGE

TO: Mr. J. Bagacki, Dist. Supt. of Education, Dept. of Indian & Northern Affairs, Thompson, Manitoba.	FROM: G.K. Gooderham, Acting Director, Education Branch	Not to be included in Message: A ne pas comprendre dans le message
	DE Branch Direction Division	File No. Dossier n°

Telex Phone No. (if available) Numéro de téléphone telex (si on le sait)	PRIORITY (Check whichever is applicable) For Dispatch À transmettre	Within 1 hr. D'ici 1 h	Within 3 hrs D'ici 3 h	Délai (pointer le délai voulu) By 8:30 A.M. Tomorrow Au plus tard à 8h30 demain matin
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULE OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-DESSOUS

CODE NO - N° DE CODE	
Originator's - Envoyeur	Addressee's - Destinataire

2-200-55760

Re your telex of August 2 concerning a copy of the telex sent to teachers to be interviewed:

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If further space is required please use a second page - Si cet espace est insuffisant, priere d'utiliser une deuxieme feuille.

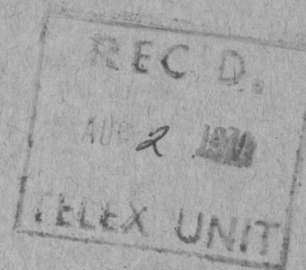
The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by— Rédigé par— J. McVeigh	Telephone No.: Numéro de téléphone: 6-1116	Date 6/8/74	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message: Original signed by J. V. Jacobsen
--	--	----------------	---

CNCP L OTT TH*

I AND OTT

46



I AND OTT

I AB THPM

00Z AUGUST 2 1974 192

ATTENTION EDUCATION DEPARTMENT

THIS IS A COPY OF TELEX SENT TO TEACHERS TO BE INTERVIEWED:
WILL BE INTERVIEWING ON AUGUST 9TH FROM 8:30 TO 6:00 PM
IN OTTAWA CENTENNIAL TOWER 400 LAURIER AVENUE, WEST
OTTAWA, ONTARIO FOR THE TEACHING POSITIONS IN THE THOMPSON
DISTRICT, DEPARTMENT OF INDIAN AFFAIRS PLEASE CALL MRS. MCFAY
IN OTTAWA AT 613-996-13356 FOR AN APPOINTMENT

YOURS TRULY

JOHN BAGACKI

DISTRICT SUPT. OF EDUCATION

M

Rm 665



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Mr. Loderham (Rm 673)
ETSONS
PA-1/25-1-55566
E.H. Pm
BY HAND

Mr. George Manuel, President,
National Indian Brotherhood,
Suite 1610, Varette Building,
130 Albert Street,
Ottawa, Ontario.
K1P 5G4.

OTTAWA, Ontario. K1A OH4
June 7, 1974.

Your file Votre référence

Our file Notre référence

Dear Mr. Manuel:

I know from past discussions that we share a mutual concern over the question of off-reserve services to Indians. As was pointed out at my meeting with your Executive Council on May 29th, there is inconsistency in this area. Although the federal government regards off-reserve Indians as the responsibility of the provincial governments, the Department of Indian Affairs does deliver some programs to Indians who do not reside on reserve.

As a first step in resolving this problem, I suggest that we determine exactly what services the federal government in general, and this department in particular, provides to off-reserve Indians. If a representative of the National Indian Brotherhood could meet Mr. Brian Hartley, Acting Director, Policy, Planning and Research, they could decide jointly what questions should be asked in this preliminary fact-finding survey. Once we have this data base we would be in a better position to discuss possible approaches and determine what resources would be necessary.

I know you share my hope that difficulties in the area of off-reserve services can be overcome as quickly as possible. Mr. Hartley can be contacted at 995-8471 and will be available to meet your representative at your earliest convenience. If you have any questions on this matter, please contact me directly.

Yours sincerely,

P.B. Lesaux
P.B. Lesaux,
Assistant Deputy Minister
(Indian and Eskimo Affairs).

c.c. Mr. John McArthur

OTTAWA, Ontario K1A 0H4

July 10⁷ 1974.

1/25-1 (E.27)

PA

Mr. F. Track,
Head,
Material Support Service,
Special and Administration Services Division

Headquarters Distribution Account

Further to your letter of July 8, 1974, we submit the name of
Mr. John McArthur as custodian for distribution accounting
replacing the late Mr. I.B. Fitzpatrick.

Mr. McArthur is located in Room 653A and his telephone number
is 2-7683.

L. Nicholls

for
G.K. Gooderham,
Acting Director -
Education Branch.

NICHOLLS/ss

Certificate of Acceptance
to Mrs M. Dupel
July 31 '74
Jhr.



Your file Votre référence

Our file Notre référence TM3452-3 (TM21)

653A

July 12, 1974

All Custodians

HEADQUARTERS DISTRIBUTION ACCOUNT

The July 1974 printout (attached) requires a check of all attractive items as outlined in DPM10-4, Section 4.5, para. 4.5.6 (b).

Would you please check the attractive items, complete the attached Certificate of Acceptance, and forward it to Mrs. M. Dupel, 19th Floor, Journal Building, by August 30th.

G.F. McCarthy
for Chief, Materiel Management
Engineering and Architecture Branch

OTTAWA, Ontario K1A 0H4

July 29, 1974.

PA-7 1/25-1 (E.14)

Colonel R.M. Dumuje,
Nigerian Air Force,
Logistics Wing,
P.M.B. 1009,
Ikeja, Lagos,
Nigeria.

Dear Colonel Dumuje:

I must apologize for the long delay with this acknowledgement of your letter but Bob Heaslip of de Havilland Aircraft and I were in contact, by telephone, several times with the result that about six weeks ago, I did receive the decorative carved Nigerian stick which you sent to me.

I enjoyed our conversation on several subjects including the relative problems in the area of Education in Canada and Nigeria. I hope that when you have occasion to visit Ottawa again, we will find time to discuss these matters more fully.

I thank you again for the carving and I appreciate Bob Heaslip's trouble in seeing to it that it reached its destination.

Yours sincerely,

ORIGINAL SIGNED BY
PAUL MCGILLIVRAY

P.L. McGillivray,
Acting Chief,
Elementary and Secondary Education Division,
Education Branch.

MCGILLIVRAY/ss

P.S. My office telephone number is 996-5710. My residence telephone number is Area 613 - 236-2526.

Colonel R. M. Dumuje, BEM, AMBIM
Nigerian Air Force,
Logistics Wing,
P.M.B. 1009,
Ikeja, Lagos,
Nigeria.

13th December, 1973.

Mr Paul L. McGillivray,
150 McLaren St., APT.105
Ottawa, ONT.
Canada.

Dear Paul,

I am sending you a Nigerian carved stick as a gift, through Mr R.T. Heaslip of Messrs de Havilland Aircraft of Canada Ltd, Downsview, Ontario, telephone (416) 633-7310.

I hope you like it; and please do let me know when you receive it.

Yours sincerely,



OTTAWA, Ontario K1A 0H4
July 19, 1974.

J.V. JACOBSON

PA → 1/25-1

Mr. Hall has informed me that since he is taking leave for two weeks commencing July 22nd and that you and Mr. McArthur both have planned field visits for that week, there would be no officer left in your Division.

Since you return from leave on July 22, 1974, I am taking this means of letting you know that you and Mr. McArthur should rearrange your schedule so that one of you is available in Ottawa.

D.W. Simpson

D.W. Simpson,
Associate Director,
Education Branch.

D.W. SIMPSON/1s

Northern Affairs et du Nord

PA

Ottawa, Ontario K1A 0H4
May 9, 1974.

Mr. P.B. Lesaux,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

Your file Votre référence

Our file Notre référence 1/25-1

The Economic Development Branch and the Education Branch have a contract with the Manpower Training Research and Development Station in Prince Albert, for the development of a Band Economic Development Committee training program. Members of the advisory committee which includes Headquarters representation from Community Affairs, Economic Development and Education, report that the program is developing very well and will be ready for testing and implementation prior to January 1975. It is essential that we now consider the scope of the program and the method of implementing and delivering training.

Areas of learning covered by the package will be Personal development, Leadership training, Social Development, Small Business Management, Economic principles, Government structures and the Economic Development process. Band Economic Development committees and Band Councils will upon request and with the recommendation of the Economic Development program manager have access to all or any portion of the training components listed. It is also becoming apparent that although the initial emphasis is on training Band Economic Development Committees, some components of the program namely: Personal Development, Leadership training, Social development, Small business management and Government Structures; can be applied to the training required by Band administrations, Education Committees, Welfare Committees, Agricultural Committees and even Local Housing Authorities. This will, no doubt, influence the type of delivery system which we establish.

We would also like to point out that refinement of the training package and method of delivery will be ongoing. However, initial refinement will take place when the trainer facilitators are receiving training at a central location, when they are receiving on the job training in the field with Band Economic Committees under the supervision of the Manpower Training Research and Development station, and when Economic Development staff receive training.

cc Kennedy } may see have your comments on
Whitely } this proposal by May 22/74 Jim Edgington.
Evans }
→ McNeil }

....2

- 2 -

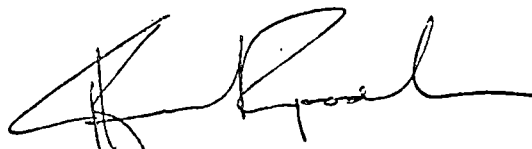
Having considered various alternatives, Education and Economic Development agree that Continuing Education should be responsible for delivery of the training. Economic Development will be responsible for identifying training needs and for monitoring the program.

We have considered the various delivery system alternatives keeping in mind the need to have the flexibility to offer the program in institutions, in reserve communities or in central locations for several bands. Serious consideration has been given to the establishment of training priorities which we see as trainers, staff, Band Economic Development Committees, Band Councils and communities; in the above noted order. With the above facts in mind, we have discarded the possibility of contracting the training and we recommend for your approval the following strategy:

That a regional training delivery capability including the training package, the manpower and the necessary equipment be established in each region, within the Continuing Education Section. Our plan is to identify one Indian person in each region who has the potential to develop into a training facilitator. The training facilitators will, during the period November to January be trained by the Manpower Training Research and Development Station, who during the field portion of the training will also test the training package. This approach requires that we develop job classifications, identify one man-year and salary dollars in each region and determine with personnel, prior to the recruitment of potential training facilitators, a method of recruitment which is acceptable to the Public Service Commission and to the Indian people.

It is our intention to review the Education Counsellor and Employment Relocation Counsellor positions with each Regional Director as we feel that it should be possible to identify the necessary man-year and dollars in these activities.

Your early approval to the above strategy will enable us to meet target dates.



G.K. Gooderham,
Acting Director,
Education Branch.



Indian and Northern Affairs Affaires indiennes et du Nord

MESSAGE FORM

FORMULE DE MESSAGE

TO: À	Assistant Regional Director (Education), Indian and Eskimo Affairs, Maritime Region. <i>AMHERST</i>	FROM: DE	G. K. Gooderham, Acting Director, Branch Direction Education Branch. Division	Not to be included in Message: A ne pas comprendre dans le message
				File No. Dossier n° <i>PA 1/25-1</i>

Telex Phone No. (if available) Numéro de téléphone telex (si on le sait)	PRIORITY (Check whichever is applicable) Délai (pointer le délai voulu)
For Dispatch À transmettre	Within 1 hr. <input checked="" type="checkbox"/> XX Within 3 hrs <input type="checkbox"/> D'ici 1 h D'ici 3 h
	By 8:30 A.M. Tomorrow <input type="checkbox"/> Au plus tard à 8h30 demain matin <input type="checkbox"/>

PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULE OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-DESSOUS

CODE NO -- N° DE CODE	
Originator's -- Envoyeur	Addressee's -- Destinataire

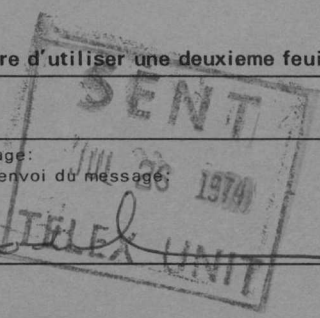
CONFIRMATION OF PRESENTATION OF EDS MANPOWER REVIEW AT
HEADQUARTERS, ROOM 526, AS FOLLOWS:

DATE: JULY 31
TIME: 2:00 P.M.

If further space is required please use a second page -- Si cet espace est insuffisant, priere d'utiliser une deuxième feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by-- Rédigé par--	Telephone No.: Numéro de téléphone:	Date	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message:
S. Annis	5-8322	25.7.74	<i>[Signature]</i>



OTTAWA, Ontario K1A 0H4
July 3, 1974.

Mr. Raoul McKay,
General Delivery,
Ninette, Manitoba.

PA 31/25-1

Dear Raoul:

Thank you for returning Danny Daniel's thesis so promptly. I hope it was useful to you.

I note that you will be in Ninette, Manitoba during the summer. If we have need to communicate with you during that time, we will write to you there.

Yours sincerely,

D.W. Simpson,
Associate Director,
Education Branch.

D.W. SIMPSON/l's



TRENT UNIVERSITY PETERBOROUGH ONTARIO CANADA

Department of Native Studies

June 20, 1974

Mr. D.W. Simpsons,
Department of Indian Affairs,
Education Branch,
400 Laurier Avenue West,
Room 674,
Ottawa, Ontario. K1A 084

Dear Don:

Thank you for the loan of your book. It has been useful to me so I am ordering a copy for the Trent library.

This Summer, I plan to do historical research in Winnipeg. Should you wish to write to me, my address will be General Delivery, Ninette, Manitoba.



09 PM '74

AL

Feb 9 74

Mr. D.W. Simpsons,
Department of Indian Affairs
Education Branch,
400 Laurier Avenue West,
Room 674,
Ottawa, Ontario. K1A 0B4



TRENT UNIVERSITY PETERBOROUGH ONTARIO CANADA

1

000199

Ottawa, Ontario KIA OH4
July 19, 1974.

MR. G.K. GOODERHAM
MR. D.W. SIMPSON
ALL DIVISION CHIEFS

P. A. →

1/25-1

In my absence on annual leave for the period July 22 to August 9
Mr. G.H. Needham will be Acting Chief of the Division.

ORIGINAL SIGNED BY
D. K. F. WATTIE

D.K.F. Wattie,
Chief,
Education Policy
Services Division.

WATTIE/nuc

TO:

Mr. D. G. Denham

DEPARTMENTAL SECRETARIAT

DATE:

JUL 18 1978

DOCKET NO. *7*

THIS COPY IS FOR YOUR ADVANCE
INFORMATION ONLY

INFORMATION COPIES ALSO SENT TO

Peter Bennett

WE ARE AWAITING MATERIAL FROM:

E. 25



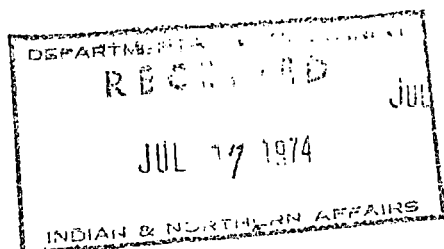
NATIONAL MUSEUM OF MAN
LE MUSÉE NATIONAL DE L'HOMME

OTTAWA

P.A.

OUR FILE NO.
NOTRE DOSSIER NO

NMM/1260-4-1



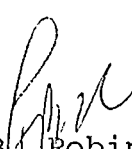
JUL 12 8 51 AM '74 K1A OM8

26 June 1974

Dm - 238-I

(ref to Dm 221-I)

COPIES SENT TO:


Mr. H. B. Robinson,
Deputy Minister,
Department of Indian & Northern Affairs,
400 Laurier Avenue West,
Ottawa, Ontario.
K1A OH4

MR. LESAUX
MR. A. DAVIDSON
FOR INFORMATION



Dear Basil:

Your June 4 letter reporting that your Department would contribute \$5,000 towards the exhibit catalogue to complement our exhibition Strangers of the North, is warmly received news indeed. We are very grateful to you for it, and I will request our Assistant Director to make arrangements to provide the 500 English and 100 French copies you suggest.

Please do not apologize for not writing before the end of May, since the matter was made a little more complicated anyhow, for my Secretary-General was overseas part of the time and then, as you may know, I was covering many miles with the Viking Committee, led all across Scandinavia by Peter Bennett's seemingly inexhaustible interest and enthusiasm.

Again, thank you very much - and we, here, hope that you and your colleagues will find the catalogue well worth the handsome support you are according it.

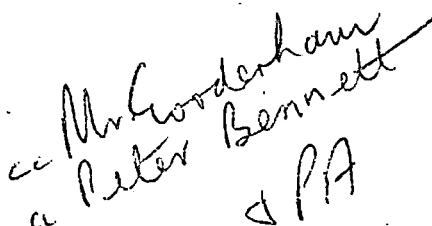
Yours sincerely,



WET:bep

W. E. Taylor, Jr.,
Director.

cc: Mr. Bernard Ostry
Mr. James F. Pendergast


cc Mr. Goodenham
cc Peter Bennett
PA

Ottawa, Ontario. HIA 024

~~SECRET~~ DM 221 I

N 1395-1

Dr. W.E. Taylor, Jr.,
Director,
National Museum of Man,
National Museums of Canada,
Ottawa, Ontario. HIA 013

Dear Dr. Taylor:

Thank you for your letter of May 13, about the possibility of our contributing \$10,000 towards the publication of an exhibit catalogue to complement your forthcoming exhibition, "Strangers of the North".

While I regret that we are unable to contribute to the merry time that you suggest, we would be pleased to offer you the somewhat soberer sum of \$5,000, on the understanding that we would receive 500 English and 100 French copies of the catalogue. I hope this is satisfactory to you. Our financial officers will arrange the actual transfer of funds, as soon as this is requested.

I am sorry I could not reply to you before the end of May, but I understand that there is no longer any urgency, and that my delay will not cause you any inconvenience.

I wish you every success with this most interesting and important exhibition, and I look forward to seeing it when it comes home to Canada after its initial display in Edinburgh.

Yours sincerely,

9-6-74

H.E. Robinson.

ACKER/mk
June 3, 1974.

c.c. - Education

Info - Education (Simpson).

P. A. 

Distribution List

c.c. Mrs. M. Blanchard D.No.
Mr. Hunt's Office
Mr. Hunt's Floater File
Mr. Yates' Floater File
Mr. D.A. Davidson's Copy
Deputy Minister's Office
✓ P.A. Return to T&SD Br. Room 953
Territorial Affairs Division Chrono
Docket File Copy

Mr. J. Smith,
Commissioner of the
Yukon Territory,
P.O. Box 2703,
Whitehorse,
Yukon Territory,
YLA 2C6.

JUN 27 1974

1/25-1

Dear Commissioner Smith:

Earlier this Spring you wrote to us requesting our assistance in helping you find a suitably qualified educator who could carry out an assessment of the needs for post-secondary education in the Yukon. In particular you suggested that a departmental officer might be seconded to you for this purpose.

Since receipt of your request we have discussed the matter with Mr. Fingland and have come to the conclusion that it would be best if an independent person were employed for this purpose. There are two main reasons for this:

- (1) The number of people we have on staff with experience in this field is limited and we seriously doubt whether it would be possible to second such a person to you for the length of time which would be involved; and
- (2) There are some aspects of the study which we feel might prove controversial and, as a result, a departmental officer could be placed in an awkward position.

There are however, two possibilities which we could explore for you if you wish.

These are:

(a) We have given a grant to the University of Saskatchewan to undertake studies related to northern education. It is a possibility that this study could be expanded to suit your purposes. Extra costs in expanding the study would, of course, be your responsibility.

(b) If you agree that an outside person should be hired to do your assessment, we believe that we could suggest some contacts for you.

I will await your reply before taking any further action on this matter.

H. B. ROBINSON

H.B. Robinson

CHB
BAKER/ss
10/6/74
OTTAWA

3



Cabinet Confidence
(Queens Privy)



Solicitor/ Client Information



Personal Information

Not pertaining to
Residential School



The Honorable the Treasury Board
L'honorable Conseil du Trésor

PA → 3

T.B. Number - C.T. No

INDIAN AND NORTHERN AFFAIRS
Department - Ministère

1/25-1 (E.25)
File - Dossier

JUN 14 1974
Date

F.L. Short 2-0865

SUBJECT: AUTHORITY TO ENTER INTO CONTRACT

PROPOSAL: For the provision of professional services of a Communications Specialist to carry out the preliminary planning, preparation and development of two publications relating to Indian education in Canada.

COST: \$8,970.00.

CHARGEABLE TO: Vote 5 Indian and Eskimo Affairs Program, Operating Expenditures (Education).

REMARKS:

1. The nature of the work is such that there are no staff members who are able to carry out the tasks in the manner or in the time frame required.
2. Mrs. Marcia Shannon is a qualified teacher with a master's degree in Library Science who has had many years of experience and is available for the period of time required.
3. Based on Mrs. Shannon's academic training and her work experience, she would normally qualify for a salary in the [redacted] range (EDS-2) if she were to be hired on a full-time basis as a public servant. By applying the fee guidelines set out in Treasury Board Circular No. 1971-64, it has been determined that a per diem fee of [redacted] is appropriate.
4. The period of the contract will be 24 weeks commencing approximately June 10, 1974.

s.19(1)

.... 2

Branch.....

Signed by MW Shint A/D.M.

Date signed & Fwd. to T.B. 4. 07. 74

- 2 -

5. There will be no master-servant relationship in this contract. Mrs. Shannon will work without supervision and the results of her work will be evaluated from time to time on the basis of the material she produces. She will be responsible for the total performance of the task within the time-frame set by the Department, but will control her own schedule and working methods within that time-frame.
6. All materials produced as a result of the contract will become the property of the Department.

PA => 1/25-1 77 4



The Honorable the Treasury Board
L'honorable Conseil du Trésor

T.B. Number - C.T. No

JUN 14 1974

INDIAN AND NORTHERN AFFAIRS
Department - Ministère

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s.19(1)

.... 2

Branch.....

Signed by Mr. [Signature] A/Sm.

Date signed & Fwd. to T.B. 4.07.74

- 2 -

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6. All materials produced as a result of the contract will become the property of the Department.

c.c. Mr. John McArthur

OTTAWA, Ontario K1A 0H4

July 10th, 1974.

R. A.  1/25-1 (E.27)

Mr. F. Track,
Head,
Material Support Service,
Special and Administration Services Division

Headquarters Distribution Account

Further to your letter of July 8, 1974, we submit the name of
Mr. John McArthur as custodian for distribution accounting
replacing the late Mr. I.E. Fitzpatrick.

Mr. McArthur is located in Room 653A and his telephone number
is 2-7683.

NICHOLLS/ss

for

L. Nicholls

G.K. Gooderham,
Acting Director -
Education Branch.



Indian and
Northern Affairs

Affaires indiennes
et du Nord

725

Ottawa, Ontario K1A 0H4
July 8, 1974

Acting Director,
Education Branch.

Your file Votre référence

Our file Notre référence

Attention: F.L. Short

Headquarters Distribution Account

Please provide me with a name, office and telephone numbers of a custodian for distribution accounting to replace Mr. I.F. Fitzpatrick deceased.

M.T. Track,
Head,
Materials Support Service,
Special and Administration
Services Division,
Indian and Eskimo Affairs.

James
Send him John McArthur's
name (Copy to John M.C.)
Mr. John McArthur,
Room 653A - 2-7683

7
8/7

NATIVE COUNCIL OF CANADA

(Métis Non-status Indians)

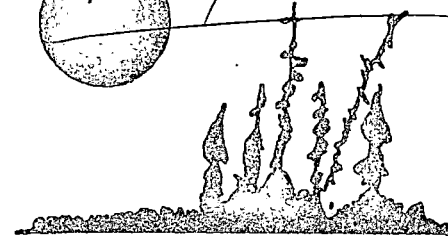
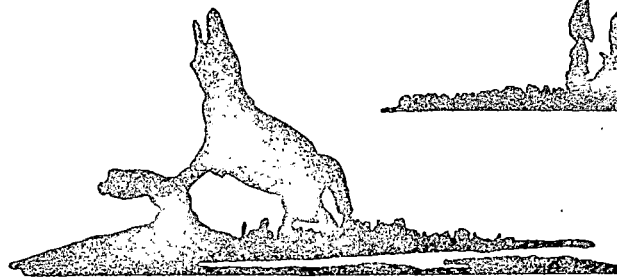
77 Metcalfe Street, Suite 1010
Ottawa, Ontario K1P 5L6
Telephone 613-238-3511
Telex 053-3301

HONORARY-PRESIDENT
GENE RHEAUME

PRESIDENT
A. E. (TONY) BELCOURT

VICE-PRESIDENT
LAWRENCE GLADUE

SECRETARY-TREASURER
GLORIA GABERT



Session to be held

on

The NATIVE PEOPLES OF CANADA

and COMMUNICATION

at the

St. Maurice Catholic Church, 4 Parry Street

8:00 to 10:00 p.m.

\$2.00 per family or 50¢ per person

Sponsored by

the St. Maurice's Adult Education Committee

MEMBER ASSOCIATIONS:

YUKON ASSOC. OF
NON-STATUS INDIANS

METIS AND NON-STATUS
NATIVE ASSOC. OF N.W.T.

B.C. ASSOC. OF
NON-STATUS INDIANS

METIS ASSOC. OF ALBERTA

MANITOBA METIS FEDERATION

ONTARIO METIS AND
NON-STATUS INDIAN ASSOC.

LAURENTIAN ALLIANCE OF
METIS AND NON-STATUS INDIAN
INC. (QUEBEC)

NEW BRUNSWICK ASSOC. OF
NON-STATUS INDIANS

UNION OF NOVA SCOTIA INDIANS

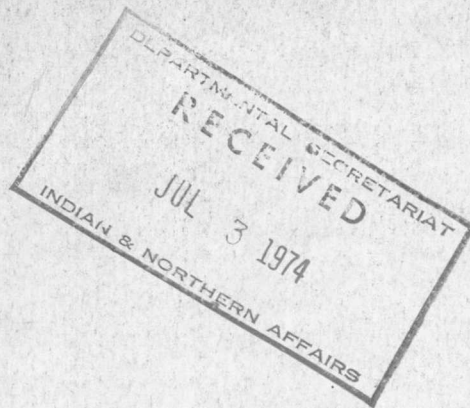
THE NATIVE ASSOC. OF
NEWFOUNDLAND AND LABRADOR

Directions

Telephone 224-1892

- Baseline Road to Merivale Road
- turn left past CJOH
- turn right on Meadowlands

which day?



Ts'il Board of Education
Box 165
Mount Currie Band Office
Mount Currie, B.C.
VOI 2KO

June 27, 1974

Union of B.C. Indian Chiefs
2140 West 12th Avenue
Vancouver 9, B.C.

ATTENTION: Victor Adolph

Dear Sir:

We, the Ts'il Board of Education, request that the master agreement of the 19th day of February, 1969, between the Government of Canada, represented by the Minister of Indian Affairs and Northern Development and the Government of the Province of British Columbia, concerning the education of Indian children be terminated June 30, 1974.

Yours very truly,

Chairman *Albert Nelson*
Ts'il Board of Education

cc. George Manuel
Honourable Jean Chretien, P.C.M.P.
Peter B. Lesaux
Bileen Bailly, Minister
Mr. Walsh, Deputy Minister

Secretary Georgia Nelson

*cc Mr. Lesaux
Mr. Woodhouse*

PP

Ts'zil Board of Education
Box 165
Mount Currie Band Office
Mounct Currie, B.C. VON 2K0



Honourable Jean Chretien, P.C.M.P.
Department of Indian & Northern Affairs
Ottawa, Canada

51910

T.A. & N.D.

ENTAL
OOM

JUL 3 8 08 AM '74

Ottawa Ontario K1A 0H4.
July 4, 1974.

ACTING DIRECTOR
ASSOCIATE DIRECTOR
ALL DIVISION CHIEFS

1/25-1 (E.31)

P.A. →

During my absence on annual leave July 5 to 19th inclusive, Mr.
R.M. Hall will be Acting Chief of the Guidance and Professional
Services Division.

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief,
Guidance & Professional
Services Division.

OTTAWA, Ontario. K1A 0H4

Dr. Katie Cooke,
Chairman,
Advisory Council on the Status of Women,
63 Sparks Street,
P.O. Box 1541, Station "B",
Ottawa, Ontario. K1P 5R5

SA-3831
P.A. → 1/25-1

PA ~~1/25-1~~ No.

Dear Dr. Cooke:

As my Special Assistant promised in his acknowledgement of May 15, he has brought to my attention your letter of May 8, and the copy of your Council's report on the implementation of the recommendations of the Royal Commission on the Status of Women. I'm pleased to answer your question about the action my Department is taking to implement recommendations 90, 92, 93, 96, 97, 106 and 162.

For your convenience and ready reference, I have had my comments prepared on a separate sheet, in the order in which the recommendations are presented. If, after reviewing them, you have any further questions, please let me know.

Yours sincerely,

Jean Chrétien.

CHRISTOPHER/pg
May 29, 1974.

c.c. Mr. Lesaux.
c.c. Mr. Hunt.
c.c. Mr. Gooderham.
c.c. Mr. Fournier.
c.c. Mr. Connelly.
c.c. Miss Robillard.

Recommendation 90 (Q.355)

I should first explain that the Northwest Territorial Government's Department of Local Government is now responsible for the Territories' housing program, and the education program that was associated with the construction of new houses in the north has expanded into a larger home management program. Because education is also a Territorial responsibility, the Federal Government has little direct involvement in these programs, although my Department has helped by arranging short-term training for Home Management trainees in southern Canada. Officers of the Central Mortgage and Housing Corporation also participated in the introduction of larger, more sophisticated housing in the north by providing financial assistance (in co-operation with my Department) for a housing education program. We believe that the need for this type of program has been met.

The Home Management staff in the Territories is made up of one Home Management Supervisor and five people in the regions - three Home Management Consultants and two Home Management Development Officers. (One of the Development Officers is Inuit, and was formerly a trainee). There are four Home Management trainee positions; two of the trainees are on the last half of the program, and I understand that they will probably be placed as Home Management Development Officers when they have finished the course. The third trainee has finished one year of training, and the fourth trainee position is vacant.

Recommendation 92 (Q.356)

As I've mentioned, the responsibility for education and training has now been transferred from the Federal Government to the Government of the Northwest Territories. That Government encourages women to enrol in adult education programs, and over the past year, an increasing number has done so. We believe that the allowances offered by the Department of Manpower have helped. My Department's Northern Affairs Program (in particular, the Social Development Division) co-operates with the Territorial Government by arranging education and training programs in southern Canada. I understand that the proportion of women Inuit students and trainees in the south has increased this year from 30 per cent to 50 per cent.

Recommendation 93 (Q.294)

(a) My Department's Education Branch provides a variety of orientation courses in the regions to introduce aspects of Indian culture and tradition to new teachers. They do not have the facilities to offer these courses to all of our employees and their spouses, but officers of that Branch are willing to help our Staff Training and Development Officers develop such a program.

- 2 -

(b) We provided adult literacy training to 2,029 Indian women in 1971, and to 1,811 in 1972. Of course, the need for this type of training is gradually decreasing as the literacy rate improves.

(c) There are now local school committees operating in 280 Indian communities. They are made up of five to 13 members each, and on almost all the committees women are in the majority.

(d) The opportunities for teacher training for Indian men and women have increased significantly over the past few years. For example, three years ago only one Canadian university offered a teacher training program for Indian students, and now six universities do. The enrolment of Indian students in university and teacher training courses increased from 622 in 1971-72 to 1,247 in 1973-74.

(e) Courses for Indian and Inuit people in the instruction of English or French as a second language are usually offered with those outlined in sections (d) and (f).

(f) The number of university courses in intercultural education or native studies that are available to teachers of Indian students has almost doubled over the past three years. Most Provinces now have at least two universities offering these courses.

(g) My Department continues to give priority to the training of Indian teachers, teacher aides, and other paraprofessionals to work in the Education Program. While much progress has been made in training qualified teachers of Indian status, the number we employ is not increasing at a corresponding rate since many of them prefer to accept employment in Provincial schools. Progress is more evident in the area of paraprofessional training and employment. Whereas in 1967 only 113 teacher aides were employed, there are now 556 working for us, the Indian bands, or in co-operation with the Provincial schools.

Recommendation 96 (Q.296)

These learning trips are continuing. In June 1974, 60 native women (mainly Inuit) will attend the international meeting of the World Crafts Council in Toronto. A northern women's workshop has been organized as a follow-up to this. When issuing invitations to northern groups to discuss various programs, the Federal Government specifically requests that both male and female delegates be selected.

Recommendation 97 (Q.295)

The proportion of women trainees attending co-operative management programs in southern Canada (sponsored by my Department) has

... 3

- 3 -

increased from five or ten per cent in 1970 to 30 per cent in 1973-74.

Recommendation 106 (Q.317)

Practically everyone agrees that the Indian Act should be revised. I have received numerous requests for this from the Indian people, and from non-Indians, but I have stated publicly that I will not suggest any changes until I have the recommendations of the Indian people. The National Indian Brotherhood has agreed to co-ordinate a review of the Act with the established Indian organizations, and to present a draft proposal to me for new legislation. Of course, I fully realize the importance of including Indian women in this legislative review, and have suggested several times to the Brotherhood that they must participate.

Discussions are going on, and have been for some time, with the Brotherhood's representatives, but no decision has been reached about the format or the cost of their study. The Indian Association of Alberta, which is working closely with the NIB on this, has recently submitted a proposal for a three-month study session to prepare a first draft proposal, and it appears to us to be a reasonable one. We are awaiting the Brotherhood's comments, however, before taking any action.

Recommendation 162 (Q.310)

My Department cannot take any action on implementing this recommendation other than assuring the Department of the Solicitor-General that we will co-operate as fully as possible in supervising parole, when we are asked to do so. We have also co-operated with that Department in the past by training Indian people for jobs in the correctional field. And, of course, the members of band councils are free to agree or refuse to supervise parolees as they choose.

There is no parole board in the Northwest Territories. The District Parole Office in Edmonton, which is responsible for the Territories, has a contract with the Territorial Government's Department of Social Development, and cases for parole supervision are referred to officers of that Department in the parolee's community. They usually supervise the parolee, or may delegate supervision to whomever they consider responsible.

As you may know, there are very few women incarcerated in the Northwest Territories, usually no more than three or four at any time. The District Parole Officer in Edmonton recalls processing only one application for parole from a woman in the Territories since 1970. Sentences for women are usually for short terms (four to six months), and they often choose to serve the whole sentence rather than to return to their homes with parole obligations.

ADVISORY COUNCIL ON THE STATUS OF WOMEN
CONSEIL CONSULTATIF DE LA SITUATION DE LA FEMME

8 May 1974

Hon. J. Chrétien
Minister
Indian Affairs & Northern Development
House of Commons
Ottawa, Ontario
K1A OA6



Dear Mr. Chrétien:

As you are no doubt aware, the Advisory Council on the Status of Women has recently completed the enclosed assessment of the implementation of the recommendations of the Royal Commission on the Status of Women.

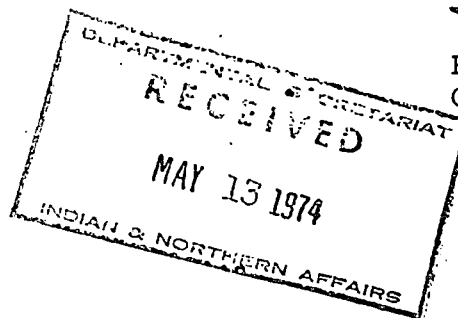
016 We are most concerned that recommendation 106 which falls under the purview of your department has not yet been implemented, while recommendations 90-7, and 162 have only been partially implemented.

We are anxious to know what action you will be taking to correct this situation.

Sincerely yours,

Katie Cooke
Katie Cooke, Ph.D.
Chairman

Encl.



cc Mr.
Mr. Lesauve
Mr. Hunt
Miss Robillard

with copies
of the 3
recommendations

c/A
1/A (Jean Fournier)

Secretariat can handle 106 (Indian Women - revisions to Indian Act)

P.A.

Ottawa, Ontario. K1A 0H4

MAY 23 1974

1/25-1
SA-3808

Mr. Don Sawyer,
Kumsheen Secondary School,
School District No. 30 (South Cariboo),
Lytton, British Columbia.

Dear Mr. Sawyer:

Mr. Chrétien has asked me to thank you very much for your letter of April 8 (received here on May 8), enclosing the results of a survey your school made about the views of Indian students on Education. He appreciated your sending this, and the results will be studied with interest by our Education officers.

Yours sincerely,

ORIGINAL SIGNED BY
Irvin Goodleaf
ORIGINAL SIGNÉ PAR

Irvin Goodleaf,
Special Assistant.

SWEET/mk
May 21/74

c.c. Education Branch.

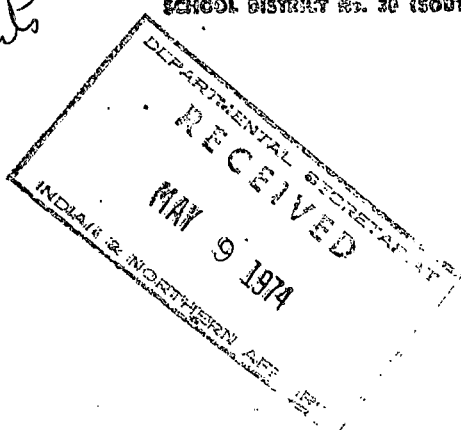
Info - Gooderham.

PHONE 483-2328

KUMSHEEN SECONDARY SCHOOL

SCHOOL DISTRICT NO. 30 (SOUTH CARIBOO)

*Education -
Views of Indian Students*



LYTTON, B. C.

April 8th, 1974



SA-3808

Dear Sir:

Despite the continuing promises of educational change to better meet the needs of Indian students and the Indian community as a whole, my grade 12 students and I felt that the students themselves - that part of the population most intimately involved with education but least often consulted about its form and content - were not being given enough opportunity to express their opinions and ideas. We therefore decided to give the native Indian students in our school a chance to register their feelings about Indian education via a questionnaire.

A group of six students worked on this questionnaire developing and distributing it, then tabulating and analyzing the results. The results reflect only the opinions of the approximately 100 native Indian students in our school and is not, therefore, to be regarded as representing anything more than the attitudes of a relatively small segment of the native Indian population in our community.

We are sending these results to people who are working in related areas, particularly those involved in educational planning, in hopes that you will find them both interesting and helpful.

Sincerely,

Don Sawyer,
English Instructor, for:
Jim Brown Maurice Sam
Bill James Don Spinks
Jonas Paul Brenda Swan.

Education

GRADE 12 INDIAN EDUCATION QUESTIONNAIRE

STATUS INDIAN STUDENT RESULTS

KUMSHEEN SECONDARY SCHOOL

1. Do you think Indian students are given less attention than white students? LYTTON, B.C.

Grade	%	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
8		21	18	46	3	12
9		10	10	30	45	5
10		0	16	42	0	42
11		23	31	8	23	15
12		0	50	17	17	17
SCHOOL		15	15	34	19	17

2. Do you think Indians should have their own school?

Grade	%	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
8		29	3	22	5	31
9		39	17	0	17	27
10		21	11	0	0	68
11		28	7	14	7	44
12		0	33	17	17	33
SCHOOL		35	9	11	8	36

3. Do you think an Indian student will get as good a job as the white student after he finishes school?

Grade	%	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
8		33	21	12	10	24
9		13	23	23	18	23
10		32	5	21	5	37
11		39	23	15	23	0
12		33	17	50	0	0
SCHOOL		30	18	18	12	22

4. Do you think there is enough attention given to Indian studies and cultures in school?

Grade	%	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
8		15	17	44	12	12
9		22	20	14	14	30
10		16	25	16	11	32
11		25	16	33	10	16
12		17	17	0	17	50
SCHOOL		18	21	26	12	23

5. Do you think the Indian Language should be offered as a second language as well as others such as French, Spanish, etc?

%	STRONGLY		NO		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	64	14	6	2	14
9	85	5	0	10	0
10	58	21	5	0	16
11	61	0	8	8	23
12	67	33	0	0	0
SCHOOL	67	13	4	4	12

6. Do you think the Indian Language should be the major language of instruction?

%	STRONGLY		NO		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	40	17	20	6	17
9	43	15	11	26	5
10	16	21	42	5	16
11	25	0	67	0	8
12	33	17	33	17	0
SCHOOL	33	16	29	10	12

7. Do you think Indian students should be taught and rated by white teachers?

%	STRONGLY		NO		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	20	17	38	8	17
9	29	23	14	20	14
10	21	0	37	10	32
11	15	8	46	23	8
12	0	0	50	33	17
SCHOOL	21	12	34	14	19

8. Do Indian students drop out of school because of the "white way of teaching"?

%	STRONGLY		NO		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	12	6	44	16	22
9	20	20	25	20	15
10	5	10	42	11	32
11	9	9	58	15	9
12	17	17	66	0	0
SCHOOL	12	10	43	15	20

9. Why do you think Indian students drop out of school?

TEACHERS

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	26	9	29	20	16
9	30	30	5	24	11
10	16	11	57	11	5
11	36	18	36	10	10
12	50	33	17	0	0
SCHOOL	32	19	23	16	10

OTHER STUDENTS

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	17	19	48	11	5
9	26	26	15	15	18
10	0	0	87	2	11
11	0	9	73	18	0
12	17	0	33	17	33
SCHOOL	17	18	37	15	13

FAMILY AFFAIRS

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	20	27	35	3	15
9	25	25	20	10	20
10	5	16	74	0	5
11	10	20	60	0	10
12	17	17	33	33	0
SCHOOL	18	26	34	7	15

JOB

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	8	8	69	13	2
9	30	30	17	6	17
10	5	11	62	11	11
11	9	37	27	18	9
12	50	17	17	0	17
SCHOOL	36	25	19	13	7

WHAT'S TAUGHT IN SCHOOL

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	40	30	5	10	15
9	17	27	27	12	17
10	16	11	62	11	0
11	50	10	20	20	0
12	50	17	17	0	17
SCHOOL	38	22	30	2	8

LACK OF CHOICE

%	STRONGLY		No		STRONGLY
Grade	AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8	28	20	32	12	8
9	28	26	26	5	15
10	84	0	16	0	0
11	33	22	45	0	0
12	66	17	17	0	0
SCHOOL	53	20	19	2	6

10. Do you think you were ever put down in school because you were an Indian?

	%	STRONGLY		No		STRONGLY
Grade		AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8		12	14	22	8	44
9		20	14	33	14	20
10		11	16	11	11	51
11		9	33	25	33	0
12		33	17	50	0	0
Schools		13	15	22	12	38

11. Do you think teachers should be taught more about Indians in teacher training program?

	%	STRONGLY		No		STRONGLY
Grade		AGREE	AGREE	OPINION	DISAGREE	DISAGREE
8		64	8	28	0	0
9		38	30	20	4	8
10		47	37	16	0	0
11		47	0	23	7	23
12		66	17	17	0	0
Schools		51	19	23	2	5



Ontario

P.A 1/25-1

#70

Ministry of
Education

Telephone 416/965-5653 15th Floor
Mowat Block
Queen's Park
Toronto, Ontario

Our file number

Your file number

June 19, 1974

Mr. G. K. Gooderham,
Acting Director, Education Branch,
Department of Indian and Northern Affairs,
Ottawa, Ontario,
K1A 0H4

Dear Mr. Gooderham:

This letter is in reply to your letter
of 1974 05 16.

We have no official plan for metric
conversion (nor indeed does Canada!) as yet but
are proceeding as follows.

A series of metric awareness presentations
and metrication workshops have been presented (on
a request basis) in various areas of the province
by our regional and central office personnel.

Many boards (but not a majority) have
adopted official metric conversion policies.

The general pattern seems to be to intro-
duce it first in the Primary Division and then to
phase it in to the other levels.

At present, we are working on a Metric
Manual for schools. We hope to have it available
this fall. We hope further to support it with an
implementation procedure (meetings, conferences,
etc.) carried out by the regional offices.

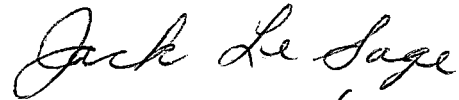
We will certainly add you to our mailing
list.

- 2 -

We are running a metrication seminar in
Toronto (12 - 16 Aug.) and un séminaire de
métrisation en Ottawa (19 - 23 août).

Please feel free to contact me or
Jack Bell if you wish further information.

Yours truly,



Jack LeSage (JL)
for Jack Bell,
Metric Co-ordinator,
Curriculum Development
Branch

P.A. 1/25-1

DEPARTMENT OF EDUCATION

Division of INTEGRATED AND SUPPORTIVE SERVICES



Victoria,
British
Columbia

June 20, 1974

Mr. G. K. Gooderham
Acting Director
Education Branch
Indian and Northern Affairs
Ottawa, Ontario
K1A 0H4

Dear Mr. Gooderham:

Further to my letter of May 30 you will find enclosed the information you requested regarding the Metric Conversion in British Columbia Schools.

Yours truly,

J. Bougie

for

John Walsh
Superintendent
Integrated and Supportive Services

jb

Enclosure

METRIC CONVERSION - BRITISH COLUMBIA SCHOOLS

Most progress to date is in the field of elementary mathematics and in teacher preparation for the conversion program. Textbooks for the new Years IV, V and VI mathematics use metric (SI) units of measurement. The Years VII and VIII programs will be metricated by September, 1975.

The Department's Mathematics Revision Committee has prepared a paper on Introducing the Metric System. This paper outlines the basic units considered in metric conversion at the elementary school level and includes a chart of suggested levels at which certain aspects of metrication should be introduced. (A copy of this Instructional Services Circular is enclosed.)

The Department is in the process of purchasing copies of a publication on Introduction of the Metric System from the Metric Commission, Ottawa, for distribution to all teachers in British Columbia public schools. This booklet was first published in Manitoba, but has been revised and edited for use in all Provinces.

A third publication on Practical Activities for Teaching the Metric System in Elementary Grades is being purchased from Nelson Publishers. This booklet will be distributed to all teachers, Years K - 7, early in the fall, 1974.

The Department is also represented on The Council of Ministers Metric Task Force. This committee is in the process of preparing a report which will include a detailed description of areas of cost in conversion to metrics in Levels K - 12, a time line suggesting dates by which aspects of conversion should be completed, and a style guide which will provide much detail regarding conversion to the metric system. This report, when completed, will be available to all Provinces.

29.5.74

Instructional Services Circular

DEPARTMENT OF EDUCATION - Victoria, B.C.

containing ANNOUNCEMENTS, CHANGES, DIRECTIVES, RULINGS

THE PRINCIPAL SHOULD PRESERVE AND FILE
THIS CIRCULAR WHERE IT IS AVAILABLE TO
ALL TEACHERS.

816. INTRODUCING THE METRIC SYSTEM

The timetable for the introduction of the International Metric System of Units (SI) as the standard system of measurement in Canada calls for conversion to be substantially completed by 1980. Keeping this target date in mind, school systems across Canada are planning for a gradual introduction of metric units into their teaching programs. For example, the new Mathematics Program available for introduction in British Columbia schools (Years 4, 5 and 6) this September, uses metric units in the teaching of measurement. The textbooks prescribed to support these courses have been prepared in metric editions.

This Circular is designed as an aid for teachers to help familiarize them with some of the basic facts about metrication. It contains a statement of:

- (a) the base units of the metric system
- (b) derived units
- (c) practical units
- (d) preferred spelling and correct use of symbols
- (e) rules for writing numerals and
- (f) a chart designed to indicate grade levels at which various aspects of metrication could be introduced.

While the information prepared by Mr. J. Bourdon of the Mathematics Revision Committee and endorsed by that Committee, was prepared with the revised Mathematics Program in mind, it should be of general interest to all teachers. For this reason, Principals are encouraged to discuss the contents of the Circular with all staff members. To assist, in this regard, additional copies of this Circular are available, upon request, from:

The Curriculum Resources Branch
Department of Education,
Parliament Buildings
Victoria, B.C.

J.R. Meredith,
Superintendent of
Educational Programs - Schools

WBN:kr

000232

METRICATION

Introduction

The Federal Government has committed Canada to the Metric System. This change is taking place over a ten year period and should be substantially complete by 1980. Much progress has already been made toward this objective. Dual labelling of many commodities is now a common procedure. Drugs and related articles are frequently labelled using metric units only. Hospitals use metric units of length, capacity, mass and temperature. Most track meets now use metric distances only. A number of objectives have already been set such as conversion of mileage signs on highways by September 1977. Over seventy industry committees are busy choosing standards for packaging and merchandising.

If our youngsters are to move into a totally metric world within the next few years then the schools must prepare them for this entry.

The 1973 Mathematics Curriculum Guide from the B.C. Department of Education indicated that Grades I to III were to begin to use the metric system as the standard measurement in September 1973 and that Grades IV - VII would follow suit in September 1974. This Curriculum Guide also listed metric materials and equipment as well as supplementary and reference materials on metric topics.

A basic principle in going metric is that learners should immerse themselves in the metric system

- i.e. they should
- a) Use metric and
 - b) Think metric

The implication for teaching here is that use is primary. Pupils must have access to metric measuring instruments and must have adequate practice in the use of these instruments in making significant (meaningful) measurements. Only through use will learners become familiar with basic and derived units and thus lay the foundation for thinking in metric terms.

The history of metric measurement although interesting in itself is not central to this article. Teachers interested in the topic will find numerous articles in journals, pamphlets and chapters of standard text books.

Advantages of the Metric System

The advantages of the metric system lie in

- a) its simplicity
- b) its consistency, and
- c) its decimal nature.

These advantages become apparent to a student as he uses the system.

Metric Units

(a) The Base Units

The metric system has seven base units as follows:

DESCRIPTION	UNIT	SYMBOL
Measure of length	metre	m
Measure of mass	kilogram	kg
Measure of time interval	second	s
Measure of temperature	kelvin	K
Measure of electric current	ampere	A
Measure of amount of substance	mole	mol
Measure of light intensity	candela	cd

(b) Derived Units

Of interest in the elementary classroom are the following derived units:

SOME DERIVED UNITS		
UNIT OF	NAME	SYMBOL
area	square metre	m ²
volume	cubic metre	m ³
speed	metre per second	m/s
acceleration	metre per second squared	m/s ²
density	kilogram per cubic metre	kg/m ³

Many other derived units are in use in scientific and engineering fields.

(c) Practical Units (not International System) which apply at the elementary school level

SOME COMMON UNITS		
UNIT OF	NAME	SYMBOL
time	minute (= 60 s)	min
	hour (= 60 min)	h
	day (= 24 h)	d
temperature	degree Celsius (formerly called degree centigrade)	°C
distance	nautical mile	n mile
capacity	litre	ℓ
speed	kilometre per hour	km/h

* Symbol for litre is ℓ, however, the upright letter l should be used for millilitre ml, kilolitre kl, etc.

*

Prefixes

Metric prefixes indicate powers of ten applied to the base unit. The prefixes most commonly encountered by pupils are kilo, centi and milli. The following table gives a clear picture of how prefixes affect the base unit. Only the commonly used measures are filled in.

	kilo	hecto	deca	unit	deci	centi	milli
Meaning multiply by:	1000	100	10	1	0.1	0.01	0.001
	kilometre			metre		centimetre	millimetre
	km			m		cm	mm
	kilogram			gram			milligram
	kg			g			mg
				litre			millilitre
				l (or ℓ)			ml

Prefixes for larger multiples and smaller fractions are seldom used at the elementary school level. mega (M) meaning 1 000 000 and micro (μ) (Greek letter mu) meaning 0.000 001 may be used occasionally.

Standardization in spelling, symbols and pronunciation

Preferred spellings of metric units and prefixes are used throughout this paper. Symbols for units never have plural endings added and are not followed by a period. Capital symbols are used only for very large units (mega (M) and beyond) and for units derived from proper nouns e.g. ampere (A). The names of units are not capitalized (except Celsius in degree Celsius ($^{\circ}$ C)).

The following notations or symbols are preferred:

m^2 , cm^2 etc. NOT sq. m or sq. cm.

m^3 , cm^3 etc. NOT cu. m or cc

Writing Numerals

The following rules apply to the writing of numerals:

(a) Numbers less than 1 have a zero before the decimal point
e.g. 0.5 NOT .5

(b) Symbols are separated from numerals by a space e.g. 67 g


(c) In large numbers a space separates each group of three digits (rather than a comma) to the left and right of the decimal point.

e.g. 1 235 657.636 5

NOT 1,235,657.6365

(d) A dot shall not be used as a multiplication symbol with numerals (6 x 7 NOT 6 . 7) but is correctly used in compound symbols e.g. newton metre N.m (symbol for the unit of work).

The following chart is designed to indicate grade levels at which the various aspects of metric measurement could be introduced. These introductory levels have been suggested after careful consideration by the Mathematics Revision Committee.

GRADE LEVEL	DECIMAL SYSTEM	LINEAR MEASURE	AREA	VOLUME	MASS	TIME	TEMP.
1		arbitrary units cm					
2		cm m 100 cm = 1 m		ordering containers by capacity litre	arbitrary units kg personal	h, $\frac{1}{2}$ h	
3		km	cm ² covering 2-D space	cm ³ filling 3-D space ml	kg g balancing	min	°C
4	1, 2 place with linear measure	mm 1000 mm = 1 m 1000 m = 1 km	m ² concrete activities in finding area	m ³ construction to appreciate size ml	1000 g = 1 kg	24 h clock notation 02:36 etc.	°C
5	+, - of decimals to 3 places	dec. notation sub-multiples eg. 1 mm = 0.001 m etc	area problems km ²	volume problems solids capacity problems 	1 g = 0.001 kg	standard time Canada	°C
6	all operations with decimal to 3 places rounding off	estimation	estimation ha*	estimation 1 dm ³ = L 1 m ³ = 1000 L	estimation metric tonne t**	daylight saving time	°C
7	analysis of total metric system milli → mega with stress upon 3rd powers of 10 milli kilo mega	rate problems km/h			mg	time zones world	°C

All common Metric Units, multiples and sub-multiples mastered.

*1 hectare = 10 000 m² (used for measuring large areas)

**1 tonne = 1000 kg



Indian and
Northern Affairs

Affaires indiennes
et du Nord

1/25-1

FROM
DU

Winnipeg Free Press

DATE

June 6/74

Native Education Gets Govt. Boost

By WALLY DENNISON
Free Press Staff Writer

A native education branch is being organized within Manitoba's department of education, Dr. Lionel Orlikow, assistant deputy minister of education, disclosed Tuesday.

He told a conference of The Association for Indian-Metis Education the department is in the process of hiring a director and staff for the branch.

More than 120 delegates from Manitoba, Alberta, Saskatchewan, Ontario and Nova Scotia attended the meetings Monday and Tuesday in the Balmoral Motor Hotel.

According to a government paper concerning the new branch, the estimated cost is \$207,000. Potentially, it would serve an estimated 24,000 school-age Manitobans of Indian ancestry.

Objectives, according to the statement, are:

● To examine, develop and recommend policies and priorities of the department of education concerning all aspects

of Indian and Metis education.

● To plan, implement and co-ordinate all departmental programs relating to native education.

● To act as liaison between various departmental branches, urban and rural communities, native organizations and various levels of government.

● To assist communities to assess educational services necessary to meet skill and informational needs reflecting community and individual requirements, determine educational input related to cultural interest and heritage and develop the capability for assuming responsibility for education decision-making.

● To conduct research on ways and means of providing educational services to meet community and individual requirements for skills and information.

● To evaluate activities undertaken with respect to education as it pertains to Manitoba's native people.

Kent Gooderham

All chiefs

E 14
E 55
E 22



P. A. ⇒

Document disclosed under the Access to Information Act
Document divulgué en vertu de la Loi sur l'accès à l'information
PA 1/25-12

PROGRAM OF LEGAL STUDIES FOR NATIVE PEOPLE

UNIVERSITY OF SASKATCHEWAN

COLLEGE OF LAW

SASKATOON, CANADA

S7N 0W0

DIRECTOR — PROF. R. CARTER

TELEPHONE: (306) 343-4251
(306) 343-2792

TELEX: 034-2659



June 6, 1974.

The Honourable Jean Chretien,
Minister of Indian Affairs & Northern Development,
OTTAWA, Ontario.

Dear Mr. Chretien:

Re: Program of Legal Studies for Native People

I believe that you are, in a general way, familiar with our above program. There has been a recent development in connection with it that I thought I should draw to your attention.

I am enclosing a copy of a telegram which I received today from the Executive Members of the Union of Nova Scotia Indians. As you will see, it has to do with the applications of two particular students to the course this summer. I also enclose a copy of my letter to Chief John Knockwood, replying to the telegram.

Yours sincerely,

ROGER CARTER
Dean of Law

RC:dt
Encls:

Memo

TO

Dean Roger Carter

FROM

Telex

Truro - Nova Scotia

DATE

June 6, 1974

s.19(1)

reason for

We are extremely disappointed disillusioned and angry over the rejection of applicants Mr. [REDACTED] and Miss. [REDACTED] to the Native Studies program sponsored by the University of Saskatchewan and financed by Federal Government of Canada. It is our understanding that this program was initiated to enable the Indian people without full qualifications to enter into a program which will result in a law degree. Since the program is based on this philosophy we are at a complete loss to understand the rejection of Mr. [REDACTED] and Miss. [REDACTED]. We suggest your University is using the whole concept of native involvement in the areas of native studies in a way that misleads not only the Indian population but the general Canadian public. We have also expressed these feelings to various Federal politicians throughout Canada by way of a copy of this telegram.

John Knockwood, President of Nova Scotia Indians

Alex Denny, Vice-President

Albert Julian, Vice-President

Clarence Smith, Secretary-Treasurer

Chief Charles Labrador, Acadian Indian Reserve

Chief Peter Perro, Afton Indian Reserve

Chief Richard McEwan, Bear River Indian Reserve

Chief Gerald Toney, Cambridge Indian Reserve

Chief Steve Gloade, Milbrook Indian Reserve

Chief Reg Maloney, Shubenacadie Indian Reserve

Chief John Ginnish, Sydney Indian Reserve

Chief Albert Denny, Pictouland Indian Reserve

Chief Dan K. Stevens, Eskasoni Indian Reserve

Chief Noel Doucet, Chapel Island Indian Reserve

Chief William Googoo, Whycocomagh Indian Reserve

Chief Benidict Pierro, Middle River Indian Reserve



PROGRAM OF LEGAL STUDIES FOR NATIVE PEOPLE

UNIVERSITY OF SASKATCHEWAN

COLLEGE OF LAW

SASKATOON, CANADA
S7N 0W0

DIRECTOR — PROF. R. CARTER

TELEPHONE: (306) 343-4251
(306) 343-2792
TELEX: 034-2659

June 6, 1974.

Chief John Knockwood,
President, Union of Nova Scotia Indians,
P.O. Box 961,
SYDNEY, Nova Scotia.

Dear Chief Knockwood:

Re: Program of Legal Studies for Native People

I received your telegram today in which you expressed the deep concern of the Union of Nova Scotia Indians over the fact that I found it necessary to decline the applications of Joan Johnson and Donald Julien to enter our above program this summer.

I understand your reaction to this situation. I am myself concerned about it. Please let me explain why.

Our program is a unique one in Canada. Its purpose is to assist in remedying the present situation in our country where, for practical purposes, Native People are not represented in the ranks of the legal profession. Under these circumstances even the appearance of justice for Native People, Indian or Eskimo, cannot be said to exist.

A student of Native ancestry who may be considering a career in law faces problems. One of them is shared with every other Canadian student. It involves the heavy pressure currently experienced by every Canadian Law School on admission to first year law studies. By way of example, last fall the University of Saskatchewan Law School had to turn away 6 students applying in

.... page 2

Page 2 ... Chief John Knockwood

June 6, 1974.

the ordinary way for entrance to first year law studies for every one that could be accepted.

The other problem which the Native student faces is a special one. May I outline it for you. The basic, minimum requirement which a student applying for admission to first year law in the ordinary way must satisfy is successful completion of two years recognized University work after senior matriculation. For reasons which are no fault of the Native person interested in a law career he, or she, will not uncommonly be unable to meet this requirement - or if the student can do so, he or she may well find that, in competition with hundreds of other students applying to law school, the academic standard of the work of the student will not win him or her a place in the law school to which the application is made.

Our program is designed to assist in overcoming the second of the above problems.

We offered our course for the first time in 1973. Before doing so, and in November, 1972, I spent several weeks travelling across Canada meeting with the law faculties of every Canadian University from coast to coast save for the Civil Law Schools in Quebec. The purpose of my trip was to acquaint those other faculties with what we in Saskatchewan were going to attempt to do and to seek their co-operation in offering places in first year law at their schools for Native students successfully completing our summer program, notwithstanding the fact that such students would not, in ordinary competition with other applicants to first year law, be able to secure a place either because they failed to meet the minimum admission requirements of the law school or, if they could meet them, because their academic performance in pre-law University work was below the standard ordinarily required for admission.

I received a good reception at each of the law schools which I visited. In the result we offered the first program in June, 1973. Fourteen students registered in it. They came from British Columbia, the Yukon Territory, Saskatchewan, Ontario, and Quebec. In every case the student had a conditional acceptance from the law school where he or she wished to undertake formal law

... page 2

Page 3... Chief John Knockwood

June 6, 1974.

studies in the fall, subject to satisfactory completion of our summer program. In that connection I am sure you will understand how vital it is to have every student whom we accept in that position. Having in mind the heavy pressures on admission to law studies at every Canadian Law School, referred to earlier in this letter, it would be more than dangerous, in the interests of the student, for us to accept him or her into our program in the hope that, by the end of it, we might be able to find a Canadian Law School ready to accept the student into first year law studies. There would be the grave and distinct risk that such a student would spend the whole summer with us, successfully complete our program, but then find that it was all a waste of time.

Of the fourteen students with us last year ten succeeded. They went on to regular law studies at the University of British Columbia, the University of Saskatchewan, Queen's University, the University of Western Ontario, and McGill University. I am just now starting to get reports on their performance at the end of the first year of regular studies. I am sure that you will share my great pleasure in being able to say that, up to the moment, the reports are very good indeed.

This year I have been able to accept twenty students. Thirteen of them are status and seven non-status. They will come to us from Northern Quebec, Ontario, Alberta, Saskatchewan and British Columbia. The law schools which have agreed to accept them in first year studies this fall, provided they succeed in our summer program, are the University of British Columbia, the University of Alberta, the University of Saskatchewan, the University of Western Ontario, Osgoode Hall Law School of York University, Queen's University and Windsor University.

I should advise you of one additional general point. In dealing with every application to our program both last year and this I arranged to have the applicant interviewed by the law faculty at the school which he or she wishes to enter. The reason, of course, is to assist that school in deciding whether or not it can give the student the kind of conditional acceptance referred to earlier in this letter.

I am sorry to have gone on so long in dealing with general matters affecting our program. I think, however, that one has to

.... page 4

Page 4 ... Chief John Knockwood

June 6, 1974.

be aware of them in order to understand the position which [redacted] and I found ourselves to be in. May I now turn to their particular cases.

s.19(1)

I received [redacted]'s application on February 25th last. He listed the Dalhousie Law School as the one which he was applying for admission to. On February 27th I advised a part-time member of the faculty at Dalhousie, who was familiar with our program, of the application and sent copies of it together with other documents to him, suggesting that arrangements be made for an interview.

[redacted]'s application arrived here on February 4th. She also listed the Dalhousie Law School as one to which she was applying. She listed two other schools in other provinces. Having in mind the difficulty of either of those other schools in other parts of the country being able to interview her, I wrote again to Dalhousie as in the case of Donald Julien.

The Dalhousie Law School got in touch with me by long distance telephone about May 22nd last and advised me that their Admissions Committee was unable to accept either of these students because they "did not meet the minimum requirements" for admission to first year law and that Dalhousie's present admission policy did not permit them to consider either student on any discretionary basis.

In light of the above situation - and having in mind that our program opens on June 10th next - I decided that my only course, in the interests of these students themselves, was to decline their applications to our program this year. To do otherwise would have left each of them in the position referred to above - namely that if they attended the course and successfully completed it this year they might nonetheless find that, at the end of it, the doors of a law school would not be open to them.

There was one encouraging fact in all this. The Dalhousie Law School advised me that it is giving immediate attention to the possible development of an admission policy which, starting next year, would permit them to consider applications like those from [redacted] and [redacted] on some discretionary basis.

.... page 5

Page 5 ... Chief John Knockwood

June 6, 1974.

I have written to Dalhousie in that connection, offering my assistance if it is useful, and also suggesting that they get in touch with some other Canadian Law Schools such as Queen's and the University of Western Ontario, which have already established such a policy in order to have the benefit of their experience.

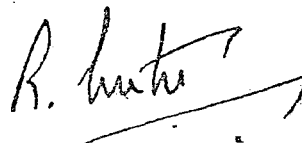
s.19(1)

In light of the above I have suggested to both [redacted] and [redacted] that they might well consider applying for our special program in the summer of 1975.

One final matter. As you may be aware, a Native Canadian Law Students' Association was formed last March in meetings held at London, Ontario. I was delighted by that development. The executive of the Association will be meeting in Saskatoon in about ten days' time. I intend to raise this matter with them and, accordingly, am sending a copy of this letter to the President of the Association, Mr. Ron Shackleton.

I do wish that you and I could meet personally in order to discuss this whole situation. I trust, however, that I have made it essentially clear to you in this letter. I do hope that you won't hesitate to call me on long distance if there are any questions or matters that you would like to discuss or raise with me.

Yours sincerely,



ROGER CARTER
Dean of Law

RC:dt

P.S. I am taking the liberty of sending a copy of this letter to the Honourable Jean Chretien, and to a number of other people whom I think may share our concern about this situation.

R. Carter

Referred by direction of the Prime Minister
Transmis à la demande du Premier ministre

P. A. *social*

the Minister of
Au ministre d

Honourable Jean Chrétien,
Att'n: Mr. Bruce Amos,
Executive Assistant

For: ☒ information
Pour: à titre de renseignement

☐ consideration
attention

☐ consideration and further reply at your discretion
attention et réponse ultérieure si vous le jugez à propos

☐ further reply*
réponse ultérieure

☐ necessary action*
y donner suite

NOTE:

6/6/74



Henry Alan Lawless,
Correspondence Secretary

* May we please have a copy of your further correspondence.
Veuillez s.v.p. nous faire parvenir copie de votre lettre.

P. A. → 1/23

COPY
COPIE

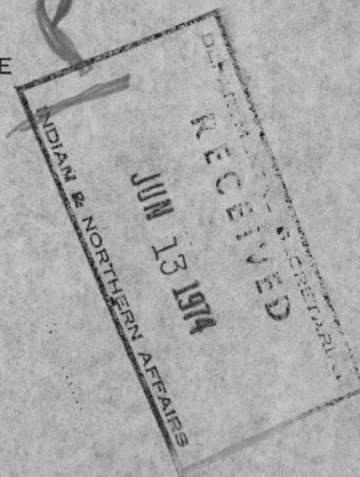


CANADA

OFFICE OF THE PRIME MINISTER • CABINET DU PREMIER MINISTRE

4157 029

O t t a w a,
K1A OA2,
June 6, 1974.



Mr. John Knockwood,
President,
Union of Nova Scotia Indians,
Shubenacadie,
Sydney, Nova Scotia.

Dear Mr. Knockwood:

This is to acknowledge, on his behalf
and with thanks, the copy you sent to the Prime
Minister of your June 5 telegram to the Dean
of the Law Faculty of the University of
Saskatchewan.

Yours very sincerely,

ORIGINAL SIGNED BY
ORIGINAL SIGNÉ PAR
Henry Alan Lawless

Henry Alan Lawless,
Correspondence Secretary.

c.c.: → Honourable Jean Chrétien,
Att'n: Mr. Bruce Amos,
Executive Assistant *
Mr. M. Trottier, PCO *
*For information

4157 029

CNCPTTEL OTT TF+
PMO PCO OTT

ONT GA208

QJEO62

QJEO63(051855)

RC280 NL FDRO SHUPENACADIE NS 6-5

HON PIERRE TRUDEAU

PRIME MINISTER HOUSE OF COMMONS OTTAWA ONT

FT

WE HAVE SENT THE FOLLOWING TELEGRAM TO THE DEAN OF LAW
UNIVERSITY OF SASKATCHEWAN SASKATOON SASK:

QUOTE WE ARE EXTREMELY DISAPPOINTED DISILLUSIONED AND
ANGRY OVER THE REJECTION OF APPLICANTS MR [REDACTED] AND MISS [REDACTED]
[REDACTED] TO THE NATIVES STUDY PROGRAM SPONSORED UNIVERSITY OF
SASKATCHEWAN AND FINANCED BY FEDERAL GOVERNMENT OF CANADA.
IT IS OUR UNDERSTANDING THAT THIS PROGRAM WAS INITIATED TO
ENABLE THE INDIAN PEOPLE WITHOUT THE FULL QUALIFICATION TO
ENTER INTO A PROGRAM WHICH WILL RESULT IN A LAW DEGREE STOP
SINCE THE PROGRAM IS BASED ON THIS PHILOSOPHY WE ARE AT A

s.19(1)

COMPLETE LOSS TO UNDERSTAND THE RATIONAL FOR THE REJECTION
OF MR [REDACTED] AND MISS [REDACTED] STOP WE SUGGEST
THAT YOUR UNIVERSITY IS USING THE WHOLE CONCEPT OF NATIVE
INVOLVEMENT IN THE AREAS OF NATIVE STUDIES IN A WAY THAT
MISLEADS NOT ONLY THE INDIAN POPULATION BUT THE GENERAL
CANADIAN PUBLIC STOP WE HAVE ALSO EXPRESSED THESE FEELINGS
TO VARIOUS FEDERAL POLITICIANS THROUGHOUT CANADA BY WAY OF A COPY OF
THIS TELEGRAM UNQUOTE
WE WOULD APPRECIATE YOUR ACTIVE INVOLVEMENT IN INVESTIGATING
THIS WHOLE SITUATION

JOHN KNOCKWOOD PRESIDENT UNION OF NOVA SCOTIA INDIANS

ALEX DENNY VICE PRESIDENT

ALBERT JULIAN VICE PRESIDENT

CLARENCE SMITH SECTY TREASURER

CHIEF CHARLES LABRADOR, ACADIA INDIAN RESERVE

CHIEF PETER PERRQ, AFTON INDIAN RESERVE

CHIEF RICHARD MOEWAN, BEAR RIVER RESERVE

CHIEF GERALD TONEY, CAMBRIDGE INDIAN RESERVE

CHIEF STEVE GLOADE, MILL BROCK INDIAN RESERVE

CHIEF REG MALONEY, SHUPENACADIE INDIAN RESERVE

CHIEF JOHN GINNISH, SYDNEY INDIAN RESERVE

CHIEF ALBERT DENNY, PICTOULANDING INDIAN RESERVE

CHIEF DAN K STEVENS, ESKASONI INDIAN RESERVE

CHIEF NOEL DOCHET, CHAPEL ISLAND INDIAN RESERVE

CHIEF WAYNE GOCCOO, WHYCOCOMAUGH INDIAN RESERVE

CHIEF BENEDICT PIERRO, MIDDLE RIVER INDIAN RESERVE

(30).

QJEO63

CNCPTTEL OTT TF+

PMO PCO OTT

000247

Ottawa Ontario K1A 0H4.
June 27, 1974.

W.J. Pearce,
Chief,
Records Management Division,
Departmental Administrative
Services

3740-2-6/0

P.A. → 1/1-6-2
c.c. 1/25-1 (E.31)

File Classification - Indian Eskimo
Affairs Program - Education Branch

Thank you for your memorandum of June 24th related to the placement by officers of the Education Branch of a number of items on file 1/25-1 (Indian Education General - Headquarters). I have shown each of the officers concerned the particular items of correspondence which have been wrongly filed and have been assured that they will look into the matter and take greater care in filing items of correspondence.

-- It was kind of you to bring this to my attention and I might also add that I had already sent a memorandum to each Division explaining the problem about the use of file 1/25-1 and I attach a copy of that memorandum.

I am wondering if it would be proper from your standpoint to direct the items of correspondence flagged to the proper file or whether this would confuse things further.

One of the problems appears to be that the stenographers and clerks normally responsible for the coding of correspondence for the files do not have an up-to-date listing of the files related to education. I do not know whether it would be too big a task for your Division to make up a list of the most commonly used files, but it would be most helpful if you could do so.

Your comments on the above two matters would be greatly appreciated.

Original signed by

J. V. Jacobson

J.V. Jacobson,
Chief,
Guidance & Professional Services
Division,
Education Branch.

Encl.

JACOBSON/dg

Indian and Northern Affairs Affaires indiennes
et du Nord et du Nord

Ottawa Ontario K1A 0H4.
June 21, 1974.

Your file Votre référence

ALL DIVISION CHIEFS

Our file Notre référence 1/1-6-2 (E.31)
c.c. 1/25-1

File Classification -
Education Branch

A review of the Education files in Central Registry has taken place under the direction of Mr. W.J. Pearce, Head, Records Management Division. One of the most pressing problems in need of correction is the use of file 1/25-1, Indian Education - General. This file is growing at the rate of one volume a month. It has become a "catch all" and would appear to be a "pet file" for many education branch officials.

This file contains correspondence concerning staff matters, salaries, office accommodations, publications, purchasing, Indian Language Training, Indian Education Policy and many other unrelated matters. It should be pointed out that the records file classification system is a subject classification filing system and file 1/25-1 Indian Education - General when used should only be used for correspondence on Indian education of a general nature where there is not a specific subject file. The file is not to be used for correspondence concerning education subjects of a specific nature such as accommodation, staff and other items listed above. If the stenographer or clerk (and she is the one who should place the proper file number on the correspondence) does not know which file number to use, she should call the Records Office Classification Section, 2-3895, and ask for the correct file for the subject written about. All correspondence originating in the Education Branch should have the proper file number typed on the last page of all copies except the original.

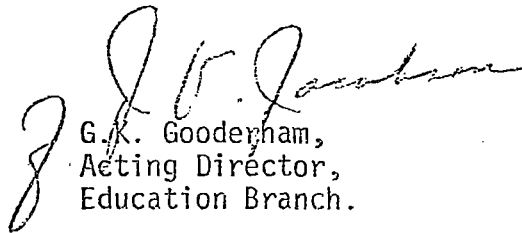
It would be greatly appreciated if you would bring this matter to the attention of all those who place file numbers on outgoing correspondence and particularly avoid placing correspondence on the general files such as the one referred to above. In such cases the correspondence would

Division Chiefs

- 2 -

June 21, 1974.

be very difficult to find particularly, if, for example, you wanted to find an item of correspondence dated in January, 1974 and you would have to go back six volumes to find the specific item. The problem in finding the item of correspondence would be even more difficult if the officer who dictated the letter did not remember the approximate date the letter was dictated.


G.K. Gooderham,
Acting Director,
Education Branch.

Ottawa Ontario K1A 0H4.
June 27, 1974.

W.J. Pearce,
Chief,
Records Management Division,
Departmental Administrative
Services

3740-2-6/0

PA → 1/1-6-2
c.c. 1/25-1 (E.31)

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Affairs Program - Education Branch

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Your comments on the above two matters would be greatly appreciated.

Original signed by
J. V. Jacobson

J.V. Jacobson,
Chief,
Guidance & Professional Services
Division,
Education Branch.

Encl.

JACOBSON/dg

Indian and Northern Affairs
Affaires indiennes
et du Nord

Ottawa Ontario K1A 0H4.
June 21, 1974.

Your file: Votre référence:

ALL DIVISION CHIEFS

Our file: Notre référence: 1/1-6-2 (E.31)
c.c. 1/25-1

File Classification -
Education Branch

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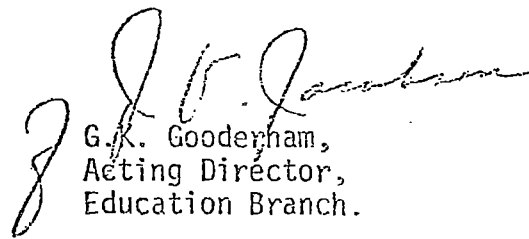
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Division Chiefs

- 2 -

June 21, 1974.

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G.K. Gooderham,
Acting Director,
Education Branch.

OTTAWA, Ontario K1A 0H4

June 26, 1974.

P A. → 1/25-1 (E.25)

DIRECTOR -
DEPARTMENTAL ADMINISTRATION BRANCH

Office Alterations

We are very pleased with the work just completed in the west wing of the 6th floor in the alterations to several offices. As a result of these changes, we are now in a position to request the final realignment of our telephones:

- (1) Local 6-1116 is answered in Room 657 and should have a button installed to buzz in Room 672. The installation is already in place but the buzzer has never worked.
- (2) In Room 658, remove local 6-1116 and substitute local 2-8661 as an answering location for the latter local in Rooms 659 and 658A. At this answering point, add local 6-4405 also. A button should be installed to buzz in Rooms 659, 658A, 656 and 655.
- (3) Add local 6-5893 to the answering station in Room 665 and substitute this number in Room 673 for the present local 6-1547. An additional button should be added at this answering station to buzz in Rooms 673 and 664A.
- (4) Remove local 6-5893 from Room 663 and add local 2-0215 at this location. Install a button to buzz in Rooms 665A and 665B.
- (5) Remove local 2-0215 from Room 661 and add local 6-1547. Install a button to buzz in Room 660.

ORIGINAL SIGNED BY
F. L. SHORT,

G. K. Gooderham,
Acting Director -
Education Branch.

SHORT/es



Indian and Northern Affairs Affaires indiennes et du Nord

MESSAGE FORM

FORMULE DE MESSAGE

TO: Mr. E.J. Dosdall,
À Assist. Reg. Dir. (Education),
27th Floor,
CN Tower,
EDMONTON, Alberta

FROM: G.K. Gooderham
DE Acting Director

Branch
Direction Education Branch

Division

Not to be included in Message:
A ne pas comprendre dans le message

File No.
Dossier n° 1/25-1

Telex Phone No. (if available)
Numéro de téléphone telex (si on le sait)

PRIORITY (Check whichever is applicable)

For Dispatch
À transmettre

Within 1 hr.
D'ici 1 h

☒ Within 3 hrs
D'ici 3 h

☐ By 8:30 A.M. Tomorrow
Au plus tard à 8h30 demain matin

Délai (pointer le délai voulu)

PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULE OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-DESSOUS

CODE NO - N° DE CODE

Originator's - Envoyeur

Addressee's - Destinataire

RE OUR TELEX 24TH. KAPOOR'S APPLICATION HAS NOW BEEN RECEIVED
BUT STAFF TRAINING WILL NOT PROCESS UNTIL SECTIONS ONE, TWO
AND THREE, LAST PAGE HAVE BEEN COMPLETED. PLEASE FORWARD COMPLETED
LAST PAGE AS SOON AS POSSIBLE.

*Sent Dex
Kumar*

If further space is required please use a second page - Si cet espace est insuffisant, priere d'utiliser une deuxieme feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message
Prepared by -
Rédigé par - W.T. Elliott

Telephone No.:
Numéro de téléphone: 2-3693

Date
25/6/74

Signature of Person Authorizing Message:
Signature de la personne autorisant l'envoi du message:



Indian and
Northern Affairs

Affaires indiennes
et du Nord

Ottawa, Ontario K1A 0H4
June 24, 1974.

Mr. J.V. Jacobson,
Chief,
Guidance and Professional
Services Division.

Your file Votre référence

Our file Notre référence

1/1-6-2

c.c. 1/25-1

3740-2-6/0

File Classification - Indian Eskimo
Affairs Program

- Further to my memorandum dated March 18, 1974, I now enclose file 1/25-1 Indian Education General Headquarters which was and still is the cause of considerable concern. It is still being used as a "Catch All" for correspondence originating in the Education Branch.

A review of the flagged papers on this file will reveal the extent of the problem and from discussions between you and Mr. McEvoy, I know you are as anxious as I am to see the files back in good condition.

- Since you originally brought up the subject my memorandum of March 18 was directed to you for your assistance even though all the people concerned did not come under your jurisdiction. I again solicit your assistance to bring this matter to the attention of the people concerned or to your Director for the action outlined in my memorandum of March 18, copy attached.
-

The Records Office on the seventh floor is there to give you service and they would welcome, the opportunity of explaining the filing system to any person not aware of how the system works.

W.J. Pearce,
Chief,
Records Management Division,
Departmental Administrative
Services.

Encls.

COPY FOR MR. McEVOY

Ottawa, Ontario K1A 0H4
March 18, 1974.

Mr. J.V. Jacobson,
Chief,
Guidance and Professional
Services Division.

File Classification - Indian Eskimo Affairs Program

As a result of your discussion with Mr. McEvoy, further reviews of Education Files have been undertaken. A specific file which has been singled out for corrective action is file 1/25-1, Indian Education - General. This file is growing at the rate of one Volume a month. It has become a "Catch All" and would appear to be the "Pet File" for many officials.

This file contains correspondence concerning Staff Matters, Salaries, Office Accommodation, Publications Purchasing, Indian Language Training, Indian Education Policy, etc. etc.

In order to straighten this file out we must have the co-operation of the users, I would, therefore, appreciate you advising your staff that the Records File Classification System is a Subject Classification System and that the file 1/25-1 Indian Education - General is a subject file concerning Indian Education of a General nature where there is no specific subject file. The file is not to be used for general correspondence concerning the operation of Education Branch such as Accommodation Staff, etc. If there is any problem or if an official does not know which file number to use, he should call the Record Office Classification Section 2-3895, and ask for the correct file number for the subject he is writing about.

...2

Mr. J.V. Jacobson

- 2 -

March 18, 1974

Every effort will be made to straighten this file out starting with January 1, 1974 and to keep it "honest" in the future.

We will continue to review files and should you have any, requiring immediate attention, I would appreciate you bringing them to Mr. McEvoy's attention.

ORIGINAL SIGNED BY
W. J. PEARCE

W.J. Pearce,
Head,
Records Management Division,
Departmental Administrative
Services.

McEVOY/hc
c.c. Mr. G. Monfils,
Room 702

Ottawa, Ontario K1A 0H4
June 21, 1974

Ms. Edith Adamson,
Department of Regional
Economic Expansion,
161 Laurier Avenue West,
Ottawa, Ontario.
K1A 0M4

P. A. →

1/25-1


Dear Edith:

Thank you for the article you sent me. I found it very interesting.

Thanks again and hope to see you sometime soon.

ORIGINAL SENT BY
G. KENT GOODERHAM

Kent Gooderham

 **ACTION REQUEST - FICHE DE SERVICE**
GOVERNMENT OF CANADA GOUVERNEMENT DU CANADA

FILE NO.—DOSSIER N° _____ DATE 4.6.74

TO—À Kent Gooderham

FROM—DE Edith Adamson

☐ PLEASE CALL
PRIÈRE D'APPELER

☐ WANTS TO SEE YOU
DÉSIRE VOUS VOIR

☐ WILL CALL AGAIN
DOIT RAPPELER

TEL. NO.—N° TEL. _____ EXTENSION—POSTE _____

DATE _____ TIME—HEURE _____

☐ ACTION
DONNER SUITE

☐ COMMENTS
COMMENTAIRES

☐ MAKE
FAIRECOPIES

☐ NOTE & RETURN
NOTER ET RETOURNER

☐ APPROVAL
APPROBATION

☐ DRAFT REPLY
PROJET DE RÉPONSE

☐ NOTE AND FILE
NOTER ET CLASSER

☐ NOTE & FORWARD
NOTER ET FAIRE SUIVRE

Veronica
Thank you

You may be interested in this

CALL RECEIVED BY
MESSAGE REÇU PAR _____

TIME
HEURE _____

CGSB STANDARD FORM 12C 7540-21-029-0576

ACRL Goals Study

The Association of College and Research Libraries announces the appointment of a committee to assess the goals, priorities, and structures of ACRL. The committee, chaired by Dr. Le Moyne W. Anderson, director of libraries at Colorado State University, includes James Humphry III, vice-president of H. W. Wilson Company and a former president of ACRL; Mary Louise B. Cobb, head of the Cataloging Department at the College of William and Mary; Shirley A. Edsall, assistant professor in the School of Library Science at the University of Michigan; Janice Gallinger, librarian at Plymouth (N.H.) State College; Gustave A. Harrer, director of libraries at the University of Florida; Ellsworth G. Mason, director of libraries at the University of Colorado; and Harry Robinson, Jr., director of Learning Resources Services at Alabama State University.

The charge of the committee is to describe

the changing environment of research and post-secondary education, the issues and problems relating to information and library service in this environment, and ACRL's role in responding to these issues and problems. The committee is to recommend to ACRL an organizational structure for the association that would best assure this response.

The committee will meet during the ALA Annual Conference in New York City, July 7-13, 1974, to discuss progress reports, to review the history of ACRL, to evaluate the survey design and research instruments which it will use in collecting pertinent data, and to interview past and present leaders of the association.

Further information may be obtained from the chairman, Dr. Le Moyne W. Anderson, Director of Libraries, Colorado State University, Fort Collins, CO 80521. ■■

News From the Field

FELLOWSHIPS

• Applications will be accepted this spring for more than 550 university lecturing and advanced research awards during 1975-76 in over seventy-five countries under the SENIOR FULBRIGHT-HAYS PROGRAM of the Council for International Exchange of Scholars (formerly the Committee on International Exchange of Persons). Specialists in library science who are U.S. citizens and have a doctorate or college teaching experience are invited to indicate their interest in an award by completing a simple registration form, available on request from the Senior Fulbright-Hays Program, 2101 Constitution Avenue, NW, Washington, DC 20418. Registrants will receive a detailed announcement of the 1975-76 program in April. July 1, 1974 is the deadline for applying for research awards and it is also the suggested date for filing for lectureships.

Each year Fulbright-Hays agencies abroad forward to the council applications of senior foreign scholars who are interested in remunerative appointments for lecturing and postdoctoral research at American colleges or universities for temporary periods. The scholars are eligible for Fulbright-Hays travel grants if arrangements are confirmed for remunerative appointments. An announcement regarding these scholars is issued in March.

The council would also be pleased to receive

at any time information regarding appointments available at American educational institutions for foreign scholars for temporary periods of three months to one year. A directory of senior Fulbright-Hays foreign scholars who are in the United States this academic year is also available on request to the council. A number of these scholars would welcome invitations to give lectures or to participate in special conferences under the sponsorship of academic institutions and educational organizations.

GRANTS

✓ • The AKWESASNE LIBRARY CULTURAL CENTER has announced that it has received a \$5,000 grant from the Alcoa Foundation. The money will be used in the library and museum to build display cases and purchase materials on Mohawk culture. The Akwesasne Library Cultural Center is one of the three demonstration Indian library projects which comprise the National Indian Education Association Library Project, sponsored by the Office of Education, Division of Library Programs.

MEETINGS

APRIL 28-MAY 1: CLINIC ON LIBRARY APPLICATIONS OF DATA PROCESSING. Conducted by the Graduate School of Library Science, University of Illinois, the theme of this eleventh



**Regional
Economic
Expansion**

**Expansion
Économique
Régionale**

DREE MEER
161 Laurier Ave., W.
161 Ouest Av. Laurier
Ottawa, Ont.
K1A 0M4



G.K. Gooderham
Acting Director
Education Branch
Dept. of Indian Affairs
and Northern Development
400 Laurier Ave. West
Ottawa, Ont. K1A 0H4

Indian and
Northern Affairs

Affaires indiennes
et du Nord

Ottawa Ontario K1A 0H4.
June 21, 1974.

Your file Votre référence

ALL DIVISION CHIEFS

Our file Notre référence 1/1-6-2 (E.31)

G.C. 1/25-1

P.A. →

File Classification -
Education Branch

A review of the Education files in Central Registry has taken place under the direction of Mr. W.J. Pearce, Head, Records Management Division. One of the most pressing problems in need of correction is the use of file 1/25-1, Indian Education - General. This file is growing at the rate of one volume a month. It has become a "catch all" and would appear to be a "pet file" for many education branch officials.

This file contains correspondence concerning staff matters, salaries, office accommodations, publications, purchasing, Indian Language Training, Indian Education Policy and many other unrelated matters. It should be pointed out that the records file classification system is a subject classification filing system and file 1/25-1 Indian Education - General when used should only be used for correspondence on Indian education of a general nature where there is not a specific subject file. The file is not to be used for correspondence concerning education subjects of a specific nature such as accommodation, staff and other items listed above. If the stenographer or clerk (and she is the one who should place the proper file number on the correspondence) does not know which file number to use, she should call the Records Office Classification Section, 2-3895, and ask for the correct file for the subject written about. All correspondence originating in the Education Branch should have the proper file number typed on the last page of all copies except the original.

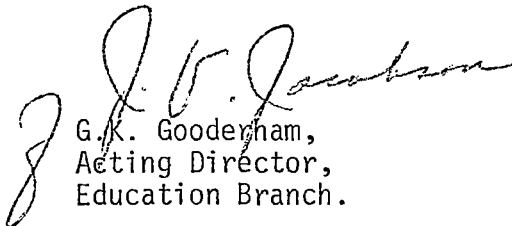
It would be greatly appreciated if you would bring this matter to the attention of all those who place file numbers on outgoing correspondence and particularly avoid placing correspondence on the general files such as the one referred to above. In such cases the correspondence would

Division Chiefs

- 2 -

June 21, 1974.

be very difficult to find particularly, if, for example, you wanted to find an item of correspondence dated in January, 1974 and you would have to go back six volumes to find the specific item. The problem in finding the item of correspondence would be even more difficult if the officer who dictated the letter did not remember the approximate date the letter was dictated.


G.K. Gooderham,
Acting Director,
Education Branch.

Indian and Northern Affairs Affaires indiennes
et du Nord et du Nord

Ottawa, Ontario K1A 0H4
March 18, 1974.

Mr. J.V. Jacobson,
Chief,
Guidance and Professional
Services Division.

Your file Votre référence

Our file Notre référence

1/1-6-2
C.C. 1/25-1

File Classification - Indian Eskimo Affairs Program

As a result of your discussion with Mr. McEvoy, further reviews of Education Files have been undertaken. A specific file which has been singled out for corrective action is file 1/25-1, Indian Education - General. This file is growing at the rate of one Volume a month. It has become a "Catch All" and would appear to be the "Pet File" for many officials.

This file contains correspondence concerning Staff Matters, Salaries, Office Accommodation, Publications, Purchasing, Indian Language Training, Indian Education Policy, etc. etc.

In order to straighten this file out we must have the co-operation of the users, I would, therefore, appreciate you advising your staff that the Records File Classification System is a Subject Classification System and that the file 1/25-1 Indian Education - General is a subject file concerning Indian Education of a General nature where there is no specific subject file. The file is not to be used for general correspondence concerning the operation of Education Branch such as Accommodation Staff, etc. If there is any problem or if an official does not know which file number to use, he should call the Record Office Classification Section 2-3895, and ask for the correct file number for the subject he is writing about.

...2

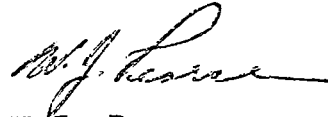
Mr. J.V. Jacobson

- 2 -

March 18, 1974

Every effort will be made to straighten this file out starting with January 1, 1974 and to keep it "honest" in the future.

We will continue to review files and should you have any, requiring immediate attention, I would appreciate you bringing them to Mr. McEvoy's attention.



W.J. Pearce,
Head,
Records Management Division,
Departmental Administrative
Services.

McEVOY/hc
c.c. Mr. G. Monfils,
Room 702

Ottawa, Ontario K1A 0H4
June 20, 1974.

Personnel Adviser,
Services Division.

Attention: Mr. Maurice Duval

1/25-1

Establishment Report #1 -
Education Branch.

With reference to our recent conversation it would be appreciated if Establishment Report #1 could be amended to reflect the current job titles instead of the ones shown in the establishment report.

Early action on this matter would be much appreciated.

Original signed by
J. V. Jacobson
G.K. Gooderham,
Acting Director,
Education Branch.

JACOBSON/ml

<u>Position No.</u>	<u>Level</u>	<u>Establishment Report Job Title</u>	<u>Current Job Title</u>	<u>Incumbent</u>
s.19(1)				
	ED EDS7	Chief, Education Division	Assistant Director, Education	Simpson, D.W.
	ED EDS3	Vocational Education Specialist	Curriculum Co-ordinator	Ellis, E.A.
	CR 5	General Accounts Clerk	Education Clerk	McVeigh, J.G.
	CR 4	Transportation Clerk	Education Clerk	Nicholls, B.F.

Ottawa, Ontario K1A 0H4
June 19, 1974

Mr. Brian Mayne,
Instructor,
Fish Lake Cultural
Education Centre,
Box 6000,
Williams Lake, B.C.

P.A. → 1/25-1

Dear Mr. Mayne:

I refer to your letter of May 17 requesting information on several topics that were referred to by the Minister in his statement to the Stadding Committee on May 24, 1973. I hope the following information will be of assistance:

Page 2 and Page 5

Special curriculum projects have been initiated in many schools attended by Indian children across Canada. A representative list of
-- programs, projects and some of the materials developed are attached for your information.

Page 10

Lists of teaching units developed at Manitou Community College, LaMacaza,
-- Quebec, and at the Saskatchewan Indian Cultural Centre are attached for information. Copies of the units are available at the prices listed and should be ordered direct from the centres concerned.

Page 11 (Regarding curriculum kits)

The curriculum kits referred to are:

Indians of Canada - available from

The National Film Board
150 Kent Street,
Ottawa, Ontario.

Union of Ontario
Indians School Kit - available from

Canadian Association in
Support of Native People,
277 Victoria Street,
Toronto, Ontario.

...2

- 2 -

Manowan Multi Media Kit - available from The National Film Board,
150 Kent Street,
Ottawa, Ontario.

Mount Currie Multi Media Kit - currently in preparation; expected
to be available in late 1974 from
the National Film Board.

Page 11 (re: Intercultural Education courses)

- I attach a copy of a circular letter sent to all provincial schools where Indian children are in attendance and for whom tuition fees are paid. This letter explains that where the tuition or general agreement does not exclude the possibility, provincial school boards may give a grant to provincially-employed teachers teaching Indian children to enable them to take courses in one of the many universities in Canada which offer courses in intercultural education and to add the costs of subsidizing this type of training, taken at summer schools, to the total costs of educating Indian children in provincial schools. The assistance given to any teacher in any year would be limited to \$300. Most provincial school systems have taken the advantage of this summer school assistance to enable teachers of Indian children to take courses in intercultural education.

Page 12

Two years ago the Union of B.C. Indian Chiefs and the Department entered into an agreement with the British Columbia Indian Language Project for the latter to research the language and literature of

- 12 native groups in British Columbia. The attached copy of the progress report describes this research and other details may be provided by the British Columbia Indian Language Project or the Union of B.C. Indian Chiefs.

These two organizations may also be able to provide information on recent research into the Okanagan and Carriere languages. Also Chief Cecil Reid of the Bella Bella Band may have information on current work on the Heiltsuk language.

Page 13

This Department is very interested in encouraging Indian people to seek training in the field of education. Students are sponsored through the payment of living allowances and tuition while they are enrolled at colleges of education in various Canadian universities. In addition to the regular university teacher training available to Canadians, the Department in cooperation with provincial Indian organizations and universities has assisted in the establishment of special teacher training programs for Indian people.

...3

- 3 -

Four of the special teacher education programs are:

I.T.E.P. (Indian Teacher Education Program): This program is jointly operated by the Saskatchewan Indian Cultural College (F.S.I); College of Education, University of Saskatchewan Saskatoon Campus, Saskatchewan; Department of Education and the Department of Indian Affairs and Northern Development Program leads to regular Saskatchewan certification.

I.S.U.P. (Indian Students University Program), University of Calgary. This program is one of intensive support for the student through counselling and tutoring and is designed to help students in the regular teacher education program leading to Alberta certification.

P.E.N.T. (Program for Education of Native Teachers): This program is operated in Manitoba and the purpose is to enable teacher-aides who are employed in provincial and federal schools during the school term to work towards teacher certification by attending summer school.

I.M.P.A.C.T.E. (Indian and Metis Project for Careers through Teacher Education): The program is operated at the University of Brandon, Manitoba, under the sponsorship of this Department and with the cooperation of the Manitoba Indian Brotherhood.

You also request in your letter information on grants awarded for fairs. Unfortunately, the Education Branch does not give grants for fairs.

Yours sincerely,

W. E

f. G. K. Gooderham,
Acting Director,
Education Branch.

Attachs.

ELLIS/JACOBSON/WATTIE/KORCHINSKI/v1

6.70 058886 1/25-2000
Fish Lake Cultural Education Centre,
Box 6000, Williams Lake, B.C. Cong.

May 23rd, 1974

Education Division,
Department of Indian Affairs and Northern Development,
Indian and Inuit Affairs,
Ottawa, Ontario, K1A 0H4.


Dear Sirs,

I have been reading the statement made by Jean Chretien to the standing committee on Indian Affairs on May 24th, 1973 and I should like to receive detailed information on the following topics that he touched on in the statement:

- p. 2: Indian people and the Department together have developed instructional materials for a more meaningful curriculum. E.55
- p. 5: Funds are available for Bands to research and examine local education programmes and to develop experimental and innovative projects. I should like to have the details of the curriculum studies already alluded to.
- p.10: Many outstanding teaching units have been developed on the historical background, customs, and culture of various Indian tribes.
- p.11: Four major curriculum kits on Canadian Indians have been developed for school use, three of them under Indian direction.
- p.11: My department will assist teachers in Provincial schools to take courses in inter-cultural education. E.31
- p.12: In B.C. language research is being conducted in at least 15 tribal areas. E.70
- p.13: The special arrangements made by the universities for mature matriculants allows capable adults whose early education has been interrupted to enrol in universities. E.37

On another subject, I understand that your department is prepared to award grants for fairs; I should like to have further details and any application forms that are required.

Yours sincerely,


Brian Mayne, Instructor.

Mr. J. Wright,
Special Assistant,
Room 1507

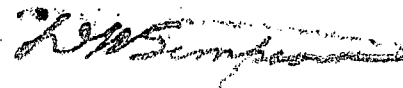
Ottawa, Ontario
June 18, 1974



PA. → 1/25-1 (E.33)

Departmental Annual Report - 1973/74

-- The attached material has been prepared for the 1973-74 Departmental
Annual Report.



G. K. Gooderham,
Acting Director,
Education Branch.

Attach.
ELLIOTT/vi





Cabinet Confidence



Solicitor/ Client Information



Personal Information

Not pertaining to
Residential School

Indian and
Northern Affairs

Affaires indiennes
et du Nord

Ottawa, Ontario K1A 0H4
June 17, 1974.

P. A. →
Your file Votre référence

1/25-1

Our file Notre référence

Mr. G.K. Gooderham

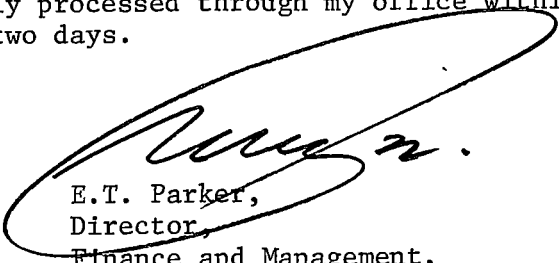
Treasury Board Submissions

In reply to your memo dated June 11, 1974, I should indicate to you that the delay in processing of the service contracts for Mrs. Shannon and Miss Burnaby was not caused by any action within the financial unit. One of the requirements of the recent instructions from T.B. is that they must be referred to the Legal Adviser for [REDACTED]

[REDACTED] This referral, as you can appreciate, caused the delay experienced in this case. [REDACTED]

s.23

I share your concern with delays in processing T.B. submissions, but I believe that submissions are normally processed through my office within a matter of one day or at the most two days.


E.T. Parker,
Director,
Finance and Management,
Indian and Eskimo Affairs.

TO

Education

DEPARTMENTAL SECRETARIAT

DATE: JUN 13 1974

DOCKET NO. ED 6537

THIS COPY IS FOR YOUR ADVANCE
INFORMATION ONLY

INFORMATION COPIES ALSO SENT TO

Mr. H. Hunt,
Mr. Lesau

WE ARE AWAITING MATERIAL FROM:

Info 8.

CS

ED-6537 ✓

SCINTREX LIMITED

June 5, 1974.

RA 1/25-1



Hon. Jean Chretien, P.C., M.P.,
Minister of Indian & Northern Affairs,
Ottawa, Ontario.

Dear Mr. Chretien:

Re: Your Publication "North of 60, Mines and
Minerals Activities 1973."

I read with interest the excellently prepared and profusely illustrated publication referred to above. This very clearly sets forth the activities of the mining industry in the Northwest Territories and Yukon in 1973.

I wish, however, to point out a rather unusual phenomenon concerning this publication. All four illustrations concerning the scientific prospecting activity of the private sector (pages 11, 19, 23 and 26) are drawn from material provided by one member of the industry only, namely Barringer Research Limited. It is however acknowledged on the inside rear cover page that a large number of commercial organizations including our own contributed to the illustrations in the publication. I find it somewhat difficult to believe that only those illustrations provided by Barringer proved to be suitable for the publication.

In addition, on page 4 a technical development by that same company is selected as the only one worthy of mention. Indeed no other mention of contributions to the exploration technology is made referring to any other company.

I realize that you probably have had no personal hand in the preparation of this publication. Since the responsibility for it resides ultimately with you, however, I felt it necessary to draw the matter to your attention.

Continued.....

cc DM Hunt
cc MR Education
cc 118. Leston
000277

Hon. Jean Chretien, P.C., M.P.,
Minister of Indian & Northern Affairs,
Ottawa, Ontario.

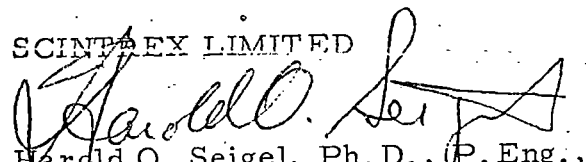
Page Two

We are fortunate in having in Canada a number of earth science organizations who are active in the advancement of the science of mineral exploration. The publication concerned would lead one to believe that only one organization is sufficiently active to warrant specific mention. Perhaps you would like to see fit to ensure that such an unfortunate occurrence does not happen again.

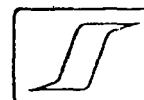
On an entirely different matter, I thoroughly enjoyed your short address on the opening of the Royal Ontario Museum Exhibition of Contemporary Indian Arts and Crafts last night. Your presentation was very much to the point and gave credit where it was due. The exhibition is a splendid one and, as a life member of the Museum, I am pleased to add my voice to the vote of thanks offered by Dr. Walter Tovell to your department for the assistance given by it for this exhibition.

Very sincerely yours,

SCINTEX LIMITED


Harold O. Seigel, Ph.D., P.Eng.,
President.

HOS:jo




Ottawa, Ontario K1A 0H4
June 12, 1974

ASSISTANT REGIONAL
DIRECTOR (EDUCATION)

P.A. → 1/25-1

Division Chiefs' Meetings,
Education Branch

- Attached for your information and circulation is a summary of recent Education Branch meetings.


G. K. Gooderham,
Acting Director,
Education Branch.

Attach.

Division Chiefs' Meeting

June 7, 1974

1. The following matters arising from the joint superintendents' conference on June 4, 5 and 6 were discussed:
 - a) An evaluation of the social counsellor and education counsellor programs should be undertaken immediately by Mr. Jacobson and the following information obtained from each region.
 - i) current position descriptions
 - ii) details of training programs
 - iii) degree of supervision given to social counsellors
 - b) The role of regional education liaison officers, their relationship to provincial associations and recent local developments were not discussed fully at the meeting. This should be followed up by Mr. Wattie with the regions in two or three months.
 - c) A memorandum should be written to the Regions concerning the need to prevent a recurrence of problems encountered this year in capital management.

A formal request at the ADM level should be made to Technical Services for the secondment of an "expeditor" to work on the capital program, pointing out the urgency of the situation.
 - d) A plan of action was needed for the employment of teacher aides, their training needs, and their role in the education program. Mr. McArthur should be asked to examine the present situation in its wider scope and to present a tentative plan for consideration at the June 17th Division Chiefs' meeting.
 - e) It was agreed that the following priorities should be assigned in the area of program evaluation:
 - i) Implementation
 - ii) Social Counsellors
 - iii) Teacher Aides
 - iv) Curriculum
 - v) Language Instruction
 - vi) Training on the Job (now underway)
 - vii) Employment and Relocation (now underway)
 - viii) University and Professional Training
 - ix) Education in non-federal schools

...2

- 2 -

- f) The purpose and nature of classroom visitations should be reconsidered. At the present time the main emphasis of visitations is on employee evaluation rather than in-service training. It was agreed that Mr. Needham should be asked to prepare a report outlining the work he has been doing in this area.
 - g) The next superintendents' meeting would be held during the later part of September, with the composition and location of the meeting to be decided later.
2. Mr. Wattie mentioned that the Deputy Minister's first quarter management report would be required by the end of this month. This report, which sets the priorities for the current fiscal year, would concentrate on "Evaluation of Programs" (see (e)). Attention should also be given to areas where financial savings might be effected.
 3. Mr. Gideon expressed concern that some cultural/education centres were establishing in-school or curriculum enrichment programs, not on an experimental basis but in order to become involved in education programs. The Cultural/Education Centres' budget was not sufficient to support such programs. It was agreed that a national meeting of centre directors was needed, and that funds should be made available for such a meeting.

Division Chiefs' Meeting

May 17, 1974

1. Preparations for the meetings with Yukon Government education officials on May 22, 23 and 24 were discussed. The general tone and format of the meetings would be informal and of an exploratory nature. Division Chiefs should attend as many sessions as possible, and Section Heads would attend as required. Special funding of programs by the Federal Government was a sensitive issue with the Territorial Government, and it was agreed that the Regional Director should take the lead in any discussions having implications in the financial area.
2. It was agreed that Dr. Weitz, education consultant with the National Indian Brotherhood, should be asked to look at the information papers on transfers of control which were being prepared in the Branch, before the papers were forwarded to the N.I.B.
3. The Branch had been requested to prepare the following papers for the Regional Directors' Conference being held in Moncton June 24, 25 and 26:
 - a) Progress Report on Cultural/Education Centres - H. Gideon
 - b) Guidelines for the Transfer of Programs - D.K.F. Wattie
 - c) Employment and Relocation Program - E. KorchinskiDeadline for completion of the papers would be June 15.
4. The agenda for the forthcoming Assistant Regional Directors' (Education) meeting on June 4, 5 and 6 was reviewed and approved.
5. Mr. Korchinski mentioned that the Month 13 financial statement had not yet been received. He would write a memorandum to Mr. Parker concerning the need to make these statements available at an earlier date.

PA 1/25-1



Province of Manitoba
Department of Education
Curriculum Branch

Robert Fletcher Building
411 - 1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

Mr. G.K. Gooderham,
Acting Director,
Education Branch,
Indian and Northern Affairs,
Ottawa, Ontario.

June 11, 1974

Dear Mr. Gooderham:

Re: Conversion to the Metric System

At this time, our activities and plans for converting to the metric system are as follows:

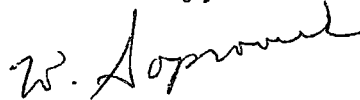
- 1) We have produced a booklet entitled "Introduction to the Metric System" which we have used in our Metric In-services for resource personnel within the province. A modified form of this booklet is presently being printed by the Metric Commission of the Federal Government. At this time, approximately 5,000 of our teachers have been exposed to the basic concepts of the metric system and some general principles concerning the teaching of the metric system.
- 2) New Mathematics guidelines have been prepared for September of this year in Grades K-9. Introduction of the metric system by school division is optional at this time.
- 3) We are expecting to implement the metric system by introducing new curriculum guidelines at the elementary and junior high school level in a number of different subjects within the next 3-4 years. For example, we expect that the science guidelines will be adjusted next, although only minor modifications are required.
- 4) In the vocational - industrial and business education areas, adjustments in specific areas will be related to changes in the industry. However, we expect to begin changes in the junior high school industrial arts within two years.

- 2 -

- 5) A basic pedagogical principle used in most cases is that of immersion rather than conversion between two measuring systems.
- 6) We have identified the materials for a basic "starter" kit for our mathematics program.

I have enclosed copies of some of the pertinent materials relative to metric conversion. If I can be of further help, please feel free to contact me.

Yours truly,



W. Soprovich,
Curriculum Consultant

WS:eb
encl.

METRIC BULLETIN (METRIC RESOURCE PERSONNEL)

Volume I Number I

General Information and New Developments

Metric Commission Steering Committees

1. Transportation, communications, power
 2. Iron and steel, metal fabricating, machinery...
 3. Electrical, electronics, aircraft and aircraft parts
 4. Mining and metallurgy, natural gas, chemicals...
 5. Construction, engineers, architects, surveyors...
 6. Food, beverages, packaging, agriculture...
 7. Textiles and clothing, leather goods, trade
 8. Forestry, wood, furniture, printing...
 9. Consumers, services, labor organizations
 10. Education, training
 11. Federal government departments
-

Recent recommendations from Consumers' Sector 9.5

- Recommend 3 litre jug of milk
 - Whenever possible, new metric size standards should be larger than those they replace
 - Insure that price increases are not disguised in the conversion.
 - Whenever possible, avoid dual labelling. Use metric only (conversion figures should be available for reference when needed).
-

Paul C. Boire, Executive Director, Metric Commission in recent speech to the American Metric Council indicated the following:

- Meteorology sector has made tentative plans to give the weather forecast in SI units beginning in April, 1975.
 - Provincial transport ministers have accepted a plan to convert highways systems by the end of 1979. Highway signs are to be changed by September 30th, 1977.
 - Canada Grains Council has set a tentative date of August, 1976 for all shipments from seaboard to be in metric measurement.
-

New Materials

A catalogue entitled "Aids to Metrication and Science" is available from Spectrum Educational Supplies Ltd., 9 Dohme Avenue, Toronto, Ontario. This source is not listed in the booklet, "Introduction to the Metric System". A limited number of copies are available by writing to the Curriculum Branch, Room 411, 1181 Portage Avenue, Winnipeg, Manitoba.

A brochure entitled "The Metric System for the Farmer" is available from the Canadian Department of Agriculture, Ottawa, K1A 0C7. The brochure concerns itself with length, area, and volume as related to agriculture.

Metric charts received from the Toronto-Dominion Bank will be sent out to those resource teachers who have not received them (all regions except for the far Northern region).

The booklet "Metrication - A Guide to the Producers of Packaged Goods (Second Edition)" is available from the Federal Department of Consumer and Corporate Affairs in Winnipeg. Unlike Consumer Report No. 4, this booklet is aimed essentially at the packaging industry; however, it has some use as a source of information for resource persons.

A general information brochure "Living in a Metric World" (August, 1973) is available from the Bank Canadian National, 500 Place D'Armes, Montreal, 126, Quebec.

Metric Implementation

The Churchill High School in Winnipeg introduced the metric system into its industrial arts program. Students were immersed directly into the system. All dimensioning aids of the Imperial System were removed from the shops and replaced with metric aids. Results were:

- Twenty-two percent fewer dimensioning errors.
- All students indicated a preference for the metric system in regard to linear measure.

General reactions of students were:

- Metric measurement more accurate.
- No fractions...all tenths.
- Simple to calculate and faster.
- Simple small units.

A general observation of teachers was that the quality of work improved due to the student's ability to measure accurately and quickly.

WS:sz
29/1/74

Metric Bulletin (Metric Resource Personnel and School Superintendents).

Volume I Number II

* Curriculum Guide Changes *

Supplement to

The new curriculum guides for K-9 mathematics will be available by the end of the current school term. The guides will include the development of measurement using metric units and suggestions for teaching the metric system. Recommended inexpensive secondary print materials, which can be used by teachers, will enable a school to use the old mathematics textbooks until they can be replaced by the normal methods. It would be an advantage for teachers to have sample copies of the new metric texts available to them during the phasing - in of the new textbooks.

* Buyer Beware *

I cannot guarantee the validity of these stories; however, I have been told that one school in a sister province has replaced its thermostats with so-called "metric" thermostats and another has replaced their globes with "metric" globes. Despite the uncertainty of the stories, it is important to note that both the thermostat and globe can easily be converted by means of a correctly calibrated adhesive strip and indicates that in some cases, the cost of conversion can be done fairly simply and cheaply. It is important that metric changeover be examined in terms of whether the need for a specific piece of equipment is critical at this time and alternative ways whereby conversion can be made.

The metric materials which we had bought for purposes of teaching metrics to resource people had an "imposter" planted within it. We did not realize until during our in-service that one of our beakers had stated along its side "Approximate Measurement Only" and was out approximately 15% - not too useful for comparison purposes. Since most suppliers are presently obtaining plastic measuring materials from England, look for the Metric Key as a symbol of quality.

The Metric Committee has recommended that where possible, metric books which are purchased should have the metric system only and should not use a dual imperial-metric conversion system. The chart at the end of the newsletter shows the units and symbols.

Note: Not all units are important to most subjects or students.

- 2 -

* Vocational - Industrial Arts *

We are presently investigating the approximate costs of conversion of equipment from imperial to metric. If you intend to replace or buy some new equipment, check out the cost of conversion of the machine from imperial to metric.

* The Federal Scene *

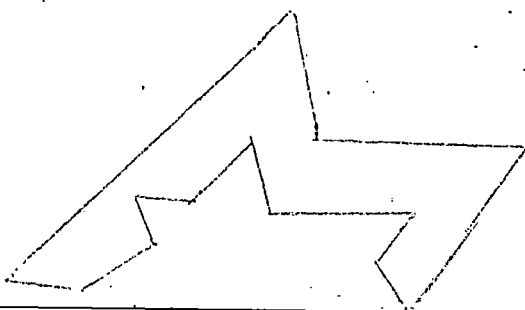
"The Decision", a half hour documentary is to be launched in April ^{or} May and "Ten the Magic Number" is to be launched in June on National Television by the Metric Commission.

Posters and other means of informing the public about Celsius temperatures should begin to appear by this fall as a lead-in to the broadcasting of temperatures in Celsius degrees by April of 1975.

A style guide on the use of metric units should now be available to the public. The guide, entitled "A Style Guide to SI" is designed to educate the public in the correct usage of the new metric units being introduced now. The guide is available from the Metric Commission, Box 4000, Ottawa, Ontario, K1S 5G8 or from Information Canada bookstore.

Conversion pace is stepping up according to a report by S.M. Gossage of the Metric Commission. Five sector committees have been set up covering the construction industry, non-metallic mineral products, structural and architectural metals, engineers, real estate, land surveyors and town planners. Mr. Gossage says 1974 will be a year of planning, organizing, and preparing; 1975 will be a year of intensive planning; and he hopes scheduling will be completed before the end of 1976. Implementation of the system will start in some volume in 1975 and reach its peak in 1977-78.

A stylized M and Maple Leaf symbolize metric conversion in Canada and will be used to draw attention to the conversion process now taking place.



* Additional Notes for the Provincial Scene *

The publication "Metrication for Administrators" provides some suggestions in regard to methods for approaching metric conversion, sample flowcharts, and a sequence of concepts. The publication may be obtained from the OTF Science Project, MacDonald School, Colborne Street, Kingston, Ontario, K7K 1E4.

A news release by the Manitoba Department of Agriculture states that Manitoba farmers and the Department should become fully acquainted with the metric system before 1976. Agricultural representatives have been supplied with detailed information and will be able to help farmers with any problems caused by translating from one system to the other.

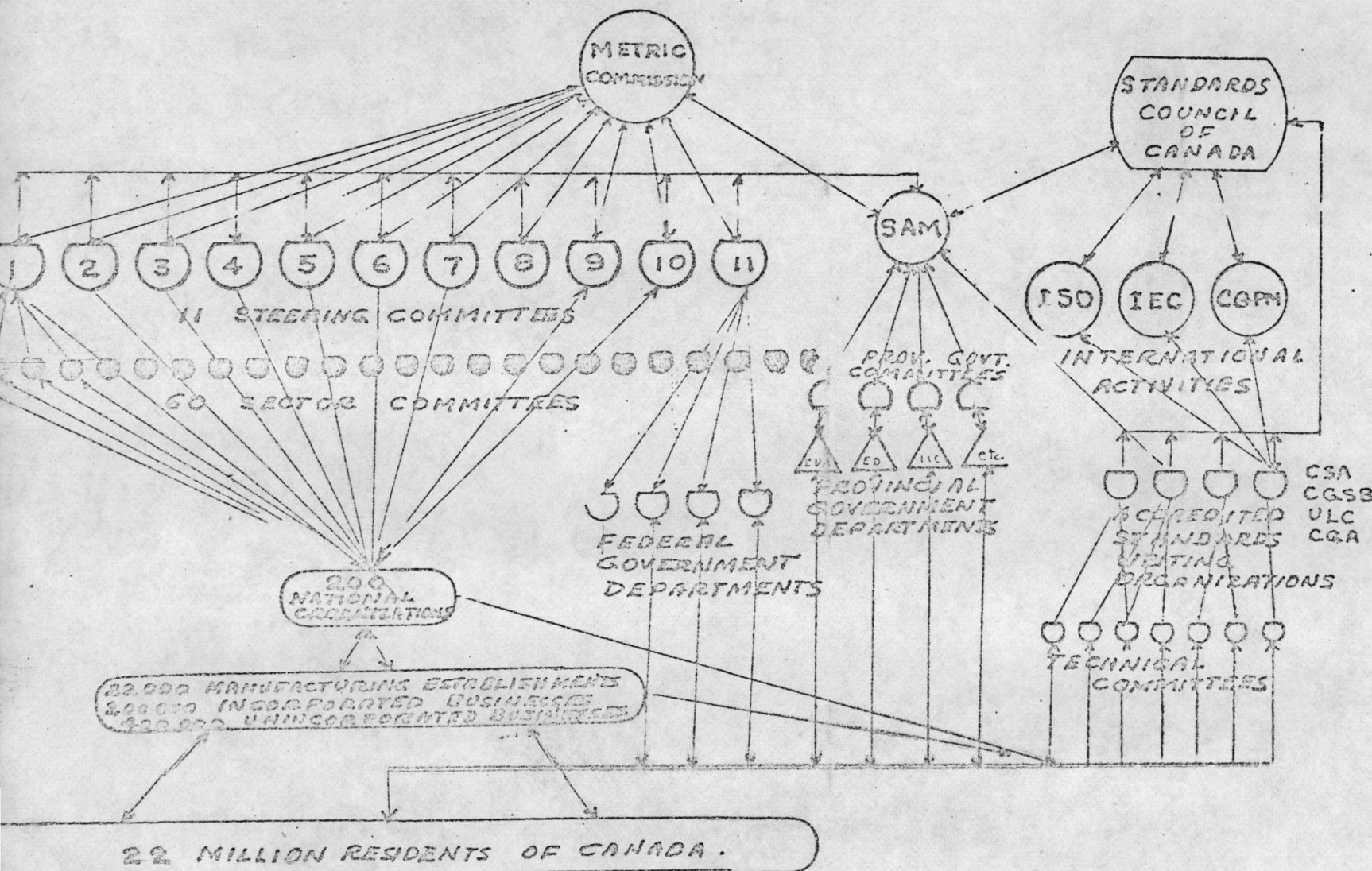
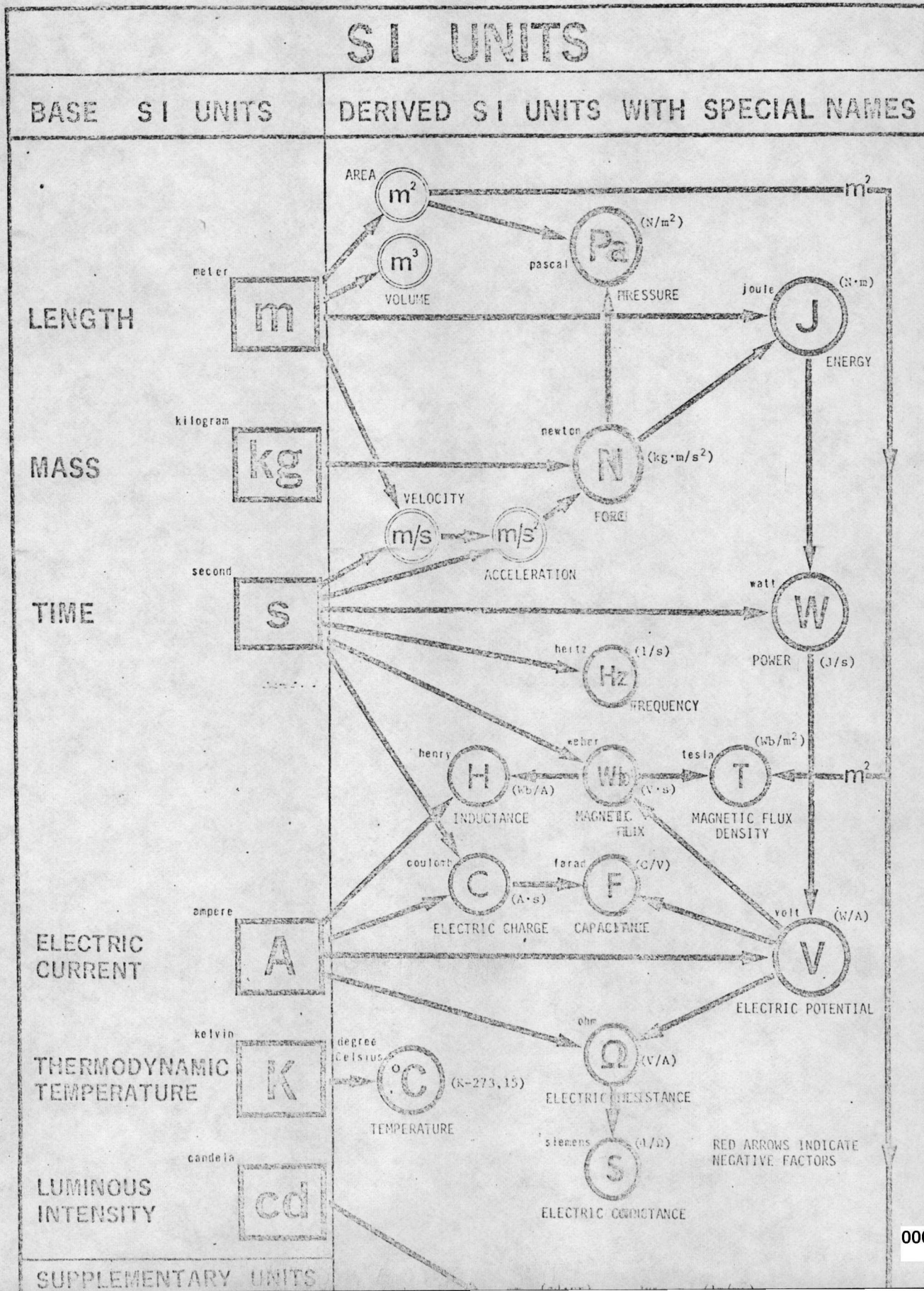


FIG 2- INFORMATION FLOW CHART FOR METRIC & STANDARDS CONVERSION

SAM. - INTERDEPARTMENTAL COMMITTEE FOR STANDARDS AND METRICATION

ISO. - INTERNATIONAL STANDARDS ORGANIZATION
 I.E.C. - INTERNATIONAL ELECTROTECHNICAL COMMISSION
 CGPM - GENERAL CONFERENCE ON WEIGHTS AND MEASURES
 CSA - CANADIAN STANDARDS ASSOCIATION
 CGSB - CANADIAN GOVERNMENT STANDARDS BUREAU
 ULC - UNDERWRITERS LABORATORIES OF CANADA
 CCA - CANADIAN CEMENT ASSOCIATION



OTTAWA, Ontario K1A 0H4
June 11, 1974.

E.T. Parker,
Director,
Financial & Management Branch.

PA-5/25-1
401/25-1

Treasury Board Submissions

s.23 It has come to my attention that at least two Treasury Board Submissions have been held up in your Branch for a considerable period of time. The submissions are both concerned with the hiring of specialists, one in Ottawa (Mrs. M. Shannon) and one in the Ontario Region (Miss B. Burnaby). I understand that in May you discussed the submission for Mrs. Shannon with Mr. Short and as a result it was re-written [REDACTED]

After the re-write, the submission for Mrs. Shannon went to your office on May 24th and the one for Miss Burnaby went on May 31st. They have not gone beyond your Branch and in the meantime both of these people are anxiously awaiting word as to whether Treasury Board have approved of their contracts.

It would be appreciated if you would take whatever steps are necessary to have these two submissions evaluated and sent on their way to Treasury Board.

G.K. Gooderham

G.K. Gooderham,
Acting Director,
Education Branch.

SHORT/D.W. SIMPSON/1s

P.A. 1/25-1

Ottawa, Ontario KIA OH4
June 7, 1974.

Regional Director,
(Education)
(Indian and Eskimo Affairs),
B.C. Region.

Attention: Mr. A. Friesen

British Columbia Education Agreement

In the discussions in Vancouver on May 21 when presenting the 'Model' for Elementary/Secondary Student Information the suggestion was presented to advance the enrolment date for tuition payment purposes from October 31st to September 30th. The Agreement should specify that nominal rolls be submitted as of September 30th to our District Offices early in October. This will enable inclusion of the British Columbia enrolment data with the data from all other Regions gathered as of that date. It would be helpful if you could have this discussed in the coming Master Agreement negotiations.

ORIGINAL SIGNED BY
D. K. F. WATTIE

G.K. Gooderham,
Acting Director,
Education Branch.

WATTIE/nuc
c.c. Mr. B. Thrush

Yours sincerely,

Document disclosed under the Access to Information Act
Document divulgué en vertu de la Loi sur l'accès à l'information

Raoul McKay

Raoul McKay

RM:b

1-52/1

000295

CROSS RÉFÉRENCE — RENVOI	
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IMPORTANT

The RECORDS OFFICE is established to serve you but satisfactory service is largely dependent upon your prompt return of files. This file is charged to you and you are responsible for its return; unless you notify the Records Office to transfer the charge to another person, the file will remain charged to you until it is returned. **If action cannot be taken within 48 hours B.F. FILE. Do not remove documents from the file.**

Particulars Re Use of File Cover

- Column 1 — Shows the office or name of the person to whom the file is routed.
- 2 — Shows the reasons for the routing, or the date and identification number of the letter on file requiring your attention.
- 3 — Shows the date on which the file is routed to the user.
- 4 — Provides for initials of the person routing or rerouting a file.
- 5 — Provides space for the user to enter the date of P.A. (put away) when action is completed — OR the letter "T" when the user transfers the file to another person.
- 6 — Provides space for the user to write the BF (bring forward) date, the date the user wishes the file to be brought back to him.
- 7 — Provides space for the user to initial the entry when a file is to be P.A.'d, B.F.'d, or "T" transferred.
- 8 — Provides space for the Clerk to enter the date on which the file is returned to the Records Office and inspected before being put away.

L'objet du SERVICE DES ARCHIVES est de servir, mais la qualité du service est liée au prompt retour des dossiers. Il incombe à la personne au nom de laquelle le présent dossier est inscrit, de le renvoyer au service des archives; à moins qu'elle n'avertisse le service d'inscrire le dossier au nom d'une autre personne, le dossier restera inscrit à mon nom, tant qu'il sera en circulation. **Si l'on ne peut s'occuper du dossier dans les 48 heures, indiquer la date de rappel. Ne pas enlever de documents du dossier.**

Détails concernant l'usage de la chemise

- Colonne 1 — indiquer le bureau ou le nom de la personne vers qui le dossier est acheminé.
- 2 — indiquer les raisons de l'acheminement ou la date et le numéro d'identification de la lettre au dossier dont le destinataire doit s'occuper.
- 3 — indiquer la date d'acheminement du dossier vers l'utilisateur.
- 4 — réservée aux initiales de la personne acheminant ou réacheminant le dossier.
- 5 — réservée à l'inscription de la date de rangement par l'utilisateur, lorsqu'il a fini du dossier — OU à celle de la lettre "T" quand l'utilisateur transmet le dossier à une autre personne.
- 6 — réservée à l'inscription de la date de rappel, à laquelle l'utilisateur souhaite avoir le dossier.
- 7 — réservée aux initiales de l'utilisateur, lorsque le dossier fait l'objet d'un rangement, d'un rappel ou d'une transmission.
- 8 — réservée au service des archives pour y inscrire la date où le dossier lui est renvoyé et où il est examiné avant d'être rangé.



Indian and Northern
Affairs Canada

Affaires indiennes
et du Nord Canada

Vol: 60 File No. 1125-1

To: SEPTEMBER 14 1974 Subject: INDIAN EDUCATION

From: JUNE 17 1975 GENERAL - HEADQUARTERS

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File number - Numéro de dossier

Volume no. - N° de volume

From - De

To - A

Subject - Sujet

L4-46

CROSS REFERENCE – RENVOI

FILE NO. – N° DE DOSSIER	SUBJECT – SUJET
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Particulars Re Use of File Cover

- Column 1 – Shows the office or name of the person to whom the file is routed.
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Détails concernant l'usage de la chemise

- Colonne 1 – indiquer le bureau ou le nom de la personne vers qui le dossier est acheminé.
- 2 – indiquer les raisons de l'acheminement ou la date et le numéro d'identification de la lettre au dossier dont le destinataire doit s'occuper.
- 3 – indiquer la date d'acheminement du dossier vers l'utilisateur.
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- 8 – réservée au service des archives pour y inscrire la date où le dossier lui est renvoyé et où il est examiné avant d'être rangé.